DOCUMENT RESUME

ED 349 405 CE 061 870

AUTHOR	Kallembach, Sheri, Comp.; And Others
TITLE	Selected Resources to Facilitate the Transition of Learners with Special Needs from School to Work or Postsecondary Education. Volume 2.
INSTITUTION	National Center for Research in Vocational Education, Berkeley, CA.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	Aug 92
CONTRACT	V051A80004-91A
NOTE	263p.; For volume 1, see ED 308 317. A product of the Technical Assistance for Special Populations Program, University of Illinois/Champaign.
AVAILABLE FROM	NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-300: $12.50).
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Agency Cooperation; Career Counseling; Career Guidance; Community Cooperation; Computer Networks; Coordination; Databases; Demonstration Programs; Disabilities; Disadvantaged; Educational Cooperation; Educational Legislation; *Educational Resources; *Education Work Relationship; Evaluation Methods; Job Placement; Limited English Speaking; Parent Participation; Policy Formation; Postsecondary Education; School Business Relationship; Secondary Education; Special Education; *Special Needs Students; Staff Development; *Vocational Education; Vocational Rehabilitation

ABSTRACT

This resource guide was developed in response to the Individuals with Disabilities Education Act and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. It is designed to help administrators, counselors, researchers, and others concerned with special needs education to locate resources to help develop or improve transition programs and services for disabled youth and adults. Whenever possible, an annotation, the price, ordering information, and an address are provided. Every kind of resource is cited, from newsletters to computer networks and from policy studies to model programs. Entries are grouped into the following categories: general literature on school-to-work transition; components of transition--assessment/evaluation, career guidance/counseling, curriculum/instruction, interagency coordination/community involvement, legislation/policy studies, parental involvement, educational/job placement, follow-up studies, and personnel development; school-business partnerships; model practices, model programs, and state models; professional resources--annotated bibliographies and literature reviews, directories, and resource guides; journals; newsletters; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based information networks; databases; exemplary vocational special needs programs; National Network for Curriculum Coordination in Vocational and Technical Education; state vocational and technical education curriculum centers; Regional Educational Laboratories; state personnel responsible for vocational education for persons with handicaps, disadvantages, and limited English proficiency; National Association of State Directors of Special Education; Council of State Administrators of Vocational Rehabilitation; and toll-free numbers for special needs resources/information. (NLA)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 341 405

NCRVE

National Center for Research in Vocational Education

University of California, Berkeley

SELECTED RESOURCES TO FACILITATE THE TRANSITION OF LEARNERS WITH SPECIAL NEEDS FROM SCHOOL TO WORK OR POSTSECONDARY EDUCATION

Volume 2

CE 061 870

Supported by
the Office of Vocational and Adult Education,
U.S. Department of Education

BEST COPY AVAILABLE

This publication is available from the:

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455

800-637-7652 (Toll Free)

SELECTED RESOURCES TO FACILITATE THE TRANSITION OF LEARNERS WITH SPECIAL NEEDS FROM SCHOOL TO WORK OR POSTSECONDARY EDUCATION

Volume 2

Compiled by

Sheri Kallembach, Zipura Burac, Maureen Coyle-Williams, Julie Benesh, Cheryl Bullock, and Linda Iliff

Technical Assistance for Special Populations Program (TASPP)
University of Illinois

National Center for Research in Vocational Education
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704

Supported by
The Office of Vocational and Adult Education,
U.S. Department of Education

August, 1992 4 MDS-300

CE 061 810

FUNDING INFORMATION

Project Title:	National Center for Research in Vocational Education
Grant Number:	V051A80004-91A
Act under which Funds Administered:	Carl D. Perkins Vocational Education Act P. L. 98-524
Source of Grant:	Office of Vocational and Adult Education U.S. Department of Education Washington, DC 20202
Grantee:	The Regents of the University of California National Center for Research in Vocational Education 1995 University Avenue, Suite 375 Berkeley, CA 94704
Director:	Charles S. Benson
Percent of Total Grant Financed by Federal Money:	100%
Dollar Amount of Federal Funds for Grant:	$5,918,000

Disclaimer:

This publication was prepared pursuant to a grant with the Office of Vocational and Adult Education, U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view of opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

Discrimination:

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Therefore, the National Center for Research in Vocational Education project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

TABLE OF CONTENTS

Preface i

Technical Assistance for Special Populations Program iii

General Literature on School-to-Work Transition 1

Components of Transition 11

- Assessment and Evaluation 11
- Career Guidance and Counseling 15
- Curriculum and Instruction 21
- Interagency Coordination and Community Involvement 31
- Legislation and Policy Studies 36
- Parental Involvement 50
- Educational Placement and Job Placement 55
- Follow-Up Studies 65
- Personnel Development 75

School-Business Partnerships 88

Model Practices, Model Programs, and State Models 99

Professional Resources 108

- Annotated Bibliographies and Literature Reviews 108
- Directories 110
- Resource Guides 118

Journals 127

Newsletters 132

Agencies, Associations, and Organizations 149

Centers for Educational Information/Services 168

Clearinghouses 181

Computer-Based Information Networks 185

Databases 187

Exemplary Vocational Special Needs Programs 193

National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) 199

State Vocational and Technical Education Curriculum Centers 201

OERI Regional Educational Laboratories 206

State Directors of Vocational Education 212

State Personnel Responsible for Vocational Education for Handicapped, Disadvantaged, and Limited-English Proficient Persons 217

National Association of State Directors of Special Education, Inc. 227

Council of State Administrators of Vocational Rehabilitation 232

Toll-Free Numbers for Special Needs Resources/Information 239

Index

Titles of Resources 241

Authors of Resources 249

PREFACE

The school-to-work transition initiative is once again brought to the forefront in the 1990s with the reauthorization of both the Education of the Handicapped Act and the Carl D. Perkins Vocational Education Act. Now known respectively as the Individuals with Disabilities Education Act (IDEA) (P.L. 101-476) and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392), both laws complement and strengthen the transition process for students with disabilities.

Title I of the new Perkins Act mandates each eligible recipient to provide assurances to

- assist students who are members of special populations to enter vocational education programs, and
- with respect to students with handicaps, assist in fulfilling the transitional service requirements of section 626 of the Education of the Handicapped Act (Section 118.c). The 1990 Perkins Act does not reflect the desire of the disability community to replace the term "handicapped" with the term "disability."

Transition is defined in IDEA as

- a coordinated set of activities for a student,
- designed within an outcome oriented process,
- which promotes movement from school to postschool activities. . . (Section 101.d(19)).

These activities are to be

- included in a student's Individualized Education Program (IEP) beginning no later than age sixteen, and
- annually thereafter (and when determined for the individual, beginning at age fourteen or younger),

- including, when appropriate, a statement of the interagency responsibilities or linkages before the student leaves the school setting (Section 101.e.(1D)).

The second volume of *Selected Resources to Facilitate the Transition of Learners with Special Needs from School to Work or Postsecondary Education* was developed in response to P.L. 101-476 and P.L. 101-392 mandates regarding transition and is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and policymakers to locate resources to help develop or improve transition programs and services for disabled youth and adults.

Publications, newsletters, journals, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases are contained here. Entries were selected based on the following components: assessment and evaluation, career guidance and counseling, curriculum and instruction, interagency coordination and community involvement, parental involvement, placement services, and personnel development. Resources on general literature, legislation and policy studies, and model programs and practices are also included.

This guide is *not* intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. Whenever possible, an annotation, the price, ordering information, and address are provided for each entry. Resources should be ordered directly from the publisher listed in each annotation.

To avoid duplication, many entries appearing in the first Technical Assistance for Special Populations Program (TASPP) resource guide on transition were omitted. Entries for organizations and centers for educational information/services were updated in this volume due to numerous address changes. For a comprehensive listing of entries, the reader may want to obtain the first resource guide as well.

TASPP has also developed resource guides on teen parents, limited English proficiency, the unique needs of rural and urban students with disabilities, students and adults at risk, and the Perkins Act of 1990. These as well as both volumes of the transition resource guides may be obtained through the National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652.

TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM

Mission

The Technical Assistance for Special Populations Program (TASPP) works nationally to increase vocational program accessibility, quality, and availability for youth and adults from special populations.

Objectives

- Increase awareness and understanding of critical issues in vocational special needs education, and
- promote exemplary program activity and the adoption of model practices.

Staff

Dr. Carolyn Maddy-Bernstein, Director
Dr. Zipura Burac, Coordinator
Maureen Coyle-Williams, Publications Manager
Cheryl Bullock, Graduate Research Assistant
Linda Iliff, Administrative Assistant

Address

University of Illinois
Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

A service program of the National Center for Research in Vocational Education, University of California at Berkeley. TASPP is located at the University of Illinois. Additional information on TASPP services, activities, and publications is available on request.

GENERAL LITERATURE ON SCHOOL-TO-WORK TRANSITION

The entries in this section represent some of the current literature and information on specific components on the school-to-work transition process. The General Literature section includes documents which provide general models of transition-oriented programs or an overview of several components of the transition process.

America's Choice: High Skills or Low Wages!
Commission on the Skills of the American Workforce. (1990, June).
Rochester, NY: National Center on Education and the Economy.

National Center on Education and the Economy
P.O. Box 10670
Rochester, NY 14610
(716) 546-7620

This report documents some disturbing discoveries about the low skills that many of our workers possess, that our employers seek, that our schools teach, and argues that the United States is at a crossroads. We can choose either to maintain an economy that relies upon low wages rather than high skills, or we can create high performance work organizations and the high skill levels needed to sustain them. With seventy percent of American jobs expected to require less than a college education by the year 2000, the report calls the development of a high quality American education and training system—closely linked to skilled, productive work an economic necessity.

Five problems and corresponding recommendations are forwarded to achieve this goal. The problems include (1) lack of clear standard of achievement and motivation to work hard in school, (2) high percentage of dropouts, (3) very small segment of noncollege bound students are prepared for work, (4) lack of employer investment into high performance work organizations, and (5) passive public policy on worker training and inefficient training system. Based on intensive research, it presents five corresponding recommendations to the problems. sck (147 pages, $18.00)

America's Shame, America's Hope: Twelve Million Youth at Risk
Smith, R. C., & Lincoln, C. A. (1988, July).
Chapel Hill, NC: MDC, Inc.

Charles Stewart Mott Foundation
Communications Department
1200 Mott Foundation Building
Flint, MI 48502
(313) 238-5651

This is an inquiry into the education reform movement of the 1980's with at-risk youth as the frame of reference. An at-risk youth is one who has left school or is predictably in danger of leaving school without

the skills to be a productive and self-reliant citizen and to succeed in today's workplace and in society. Each year nearly one million youth drop out of school. At the same time, by 1990, three out of four jobs will require educational or technical training beyond high school. Although public recognition of the depth of the problem has begun to grow, during the 1980s the federal commitment to education declined in real dollars by twenty-three percent. At present, the federal commitment is sufficient to serve only one out of every five low-income children in need of preschool education, two out of every five children in need of remediation, one out of every four children in need of bilingual education, and one out of every twenty youth in need of job training. State and local spending for public schools has increased; however, the bulk of this money has gone to improving teacher salaries and lengthening the school day or school year. If one looks closely at the states and at the processes and programs in place, it becomes clear that in many places progress is being made, that we know how to teach at-risk youth, and that the means to this end turn out to work for all youth. This report underlines a belief that the most formidable barriers to assisting at-risk youth do not concern lack of money but failure to perceive them as in need of specific long-term attention, resistance to institutional change at the state and local levels, and an absence of genuine leadership at the federal level. mcw (65 pages, no charge while supplies last)

An America that Works: The Life-Cycle Approach to a Competitive Work Force
Research and Policy Committee of the Committee for Economic Development. (1990).
New York, NY: Committee for Economic Development.

Committee for Economic Development
Distribution Division
477 Madison Avenue
New York, NY 10022
(212) 688-2063

A comprehensive framework for examining the relationship between sweeping demographic changes and the world of work is presented in this report. It establishes important linkages among the many social and economic issues that relate to demographic change and sets priorities as the nation adjusts to changing circumstances. The report clearly identifies the changes taking place in the workforce and the workplace, the problems of poor basic education and work readiness, the need to expand the pool of available workers, and the challenges these issues pose for U.S. global competitiveness. Positive, constructive, and specific actions that the private and public sectors can take so that our nation and our citizens can benefit and prosper from these changes is also offered in this publication.

Achieving the competitive advantage will require new approaches to education and the management of human resources that emphasize learning, flexibility, and productive participation in work and society throughout the entire life of an individual. The committee believes that through a life-cycle approach, policies can be implemented which will help children reach school healthy and ready to learn, prepare young people for rewarding work and community participation, enable adults to be self-sufficient, and help older citizens remain active and independent. This approach recognizes that investments made at earlier stages of life pay dividends at later stages and that policies helping older workers readjust to changing circumstances help younger workers as well. A two-pronged approach is detailed: (1) make the existing workforce more productive and flexible, and (2) augment the size of that workforce by creating opportunities for underutilized groups of potential workers. The report contains the following chapters: demographic trends, investing in children and youth, the education-work connection, making the current workforce more productive, enlarging the labor force, the role of immigration in meeting workforce needs, and the labor force potential of older workers. sck (164 pages, $15.00)

Another Ounce of Prevention: Education and Employment Interventions for 9 to 15 Year Olds (Report No. 23)
Crawford, E. (1988, March).
Washington, DC: National Commission for Employment Policy.

National Commission for Employment Policy
Public Affairs Office
1522 K Street, NW,
Suite 300
Washington, DC 20005
(202) 724-1545

This report summarizes the commission's attempt to answer the following key questions: (1) Are there new approaches that can be taken to assist economically and disadvantaged youth make the transition from school to work or from youth to adulthood? (2) Given that the acquisition of basic skills is critical to the transition, can the problem be attacked more effectively if work with the youth begins at an earlier age than most present programs? and (3) If work with the youth is to begin at an earlier age, is there a role for employment and training in these earlier interventions? It represents efforts to identify new points of intervention into the education and social development of disadvantaged young people and focuses on preadolescents and youth in the immediate postadolescent period. An introduction in Chapter I is followed by a discussion of the at-risk population, its characteristics and estimated numbers. The question

of early interventions is found in Chapter II. Chapter III discusses principal findings of the study, examines past experiences, in addition to demonstrations underway, includes current efforts, and the experiences of several case studies. Chapter IV summarizes the project, presents its conclusions and recommendations, and discusses its policy implications. sck (65 pages, no charge)

Apprenticeship for Adulthood: Preparing Youth for the Future
Hamilton, S. F. (1990).
New York, NY: The Free Press.

Macmillan Publishers
Front and Brown Streets
Riverside, NJ 08375
(609) 461-6500

This book draws upon successful systems in West Germany and the U.S. in explaining how apprenticeships for youth aged sixteen through twenty-one can capitalize upon workplaces as learning environments; create opportunities for mentor relationships to provide important adult roles; and develop the flexibility, dependability, and vocational skills of the future as identified by employers. The author describes an effective apprenticeship as one which contains the following essential features: (1) exploits workplaces and other community settings as learning environments; (2) links work experiences to academic learning; (3) gives youth constructively ambiguous roles, as, simultaneously, workers with real responsibilities and learners; and (4) fosters close relationships between youth and adult mentors. Apprenticeship is viewed not solely as a preparation for work but as a dynamic, supportive transition to adulthood. It provides opportunities for education and training to college-bound youth as well as noncollege-bound youth, offering more support services to disadvantaged youth to ensure their success.

An overview includes the future of youth and work, discusses the issues surrounding transition from school to career, describes the history, current state, and future of academic and vocational education, recommendations for restructuring, and a model American apprenticeship program. Principles involving personalized instruction, performance standards, and integration of community service with vocational education are discussed. jeb (223 pages, $22.95)

Combining School and Work: Options in High Schools and Two-Year Colleges
Stern, D. (1991, March).
Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.

Clearinghouse of Adult Education and Literacy
U.S. Department of Education
Division of Adult Education and Literacy
Office of Vocational and Adult Education
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202) 732-2396

The role of vocational-technical education in the transition from school to work and how it can contribute to a competent, highly skilled workforce is the focus of this report. It discusses how quality vocational-technical programs can make students' transition experiences efficient, effective, and meaningful. Traditional approaches and the latest innovations that respond to the challenge of preparing young people for a more learning-intensive workplace are described in the report.

The traditional approaches, including apprenticeship, cooperative education, and school-based enterprise, make deliberate use of work as part of the learning experience. The latest innovations, which include vocational academies and Tech-Prep programs, are reconstructing the high school curriculum to unite vocational with academic disciplines. The report concludes with a discussion of the importance that employers play in all of the programs through business-school partnerships. sck (45 pages, no charge)

Education that Works: An Action Plan for the Education of Minorities
Quality Education for Minorities Project. (1990, January).
Cambridge, MA: Author.

QEM Project
Massachusetts Institute of Technology
Room 26-153
Cambridge, MA 02139
(617) 253-4417

This report discusses the specific needs of Alaska Native, American Indian, African American, Mexican American, and Puerto Rican students; presents examples of successful education programs and practices; and underscores the need for leadership, commitment, and wisdom to establish "a new foundation of quality education." Goals for the year 2000 include ensuring children start school prepared to learn; ensuring students are prepared to enter the workforce or college successfully; increasing participation of minority students in higher education; strengthening and increasing the number of teachers serving minority children; strengthening the school-to-work transition; and providing quality out-of-school experiences and opportunities. Recommendations accompany each goal. sck (132 pages; single copies, no charge)

First Jobs: Young Workers in a Changing Economy
Education Writers Association. (1990).
Washington, DC: Author.

Education Writers Association
1001 Connecticut Avenue,
NW, Suite 310
Washington, DC 20036
(202) 429-9680

This publication contains information on how young workers fare in their first jobs; how they found their jobs; the support they received from family, friends, and the community; and their views of the future. Focusing on Salinas, California; Detroit, Michigan; Birmingham, Alabama; Lawrence, Massachusetts; and small towns in Iowa, the report also reviews state and community indicators of youth employment and spotlights a wide range of job barriers facing new school-age workers which include changing job networks, low-paying growth jobs, and tight job markets where the good jobs go to the best-educated youth.

Other points of interest included in the report are (1) educators, job trainers, and government officials face gaping holes in employment and training assistance for young workers, (2) schools and governments are failing to educate youth about rapidly changing local job markets, (3) youth are entering the labor market without knowing the new requirements, and (4) schools, the most logical support program, are viewed as a system that values only college-bound youth and one in which general and vocational classes alike often offer unsatisfactory links to the world of work. sck (42 pages, $10.00)

From School to Work (Policy Information Reports)
Barton, P. E. (1990).
Princeton, NJ: Educational Testing Service.

ETS Policy Information Center
Educational Testing Service
Publication Order Services
P.O. Box 6736
Princeton, NJ 08541-6736
(609) 734-5694

The focus of this report is on the half of our young people who do not continue their formal educations after high school graduation. African American male high-school graduates are the hardest hit economically by a significant drop in their earning power. Noting that the transition to work begins for most students with part-time jobs while they are still in school, the report describes transition as it begins in high school, differences between classroom skills and workplace requirements, the "information processing skills" our high school graduates possess, efforts to integrate vocational and academic education, and the paucity of occupational counseling and placement services available to those students who are not going on to college. Current references are included also. sck (31 pages, $3.50)

Helping At-Risk Youth Make the School-to-Work Transition (ERIC Digest No. 101)
Lowry, C. M. (1990).
Columbus: Ohio State University, Center on Education and Training for Employment.

A synthesis of research on school-to-work transition is provided. The digest describes transition services (legal, housing, financial, career, employment, occupational, health, basic skills education, transportation, and childcare services) and the youth they serve. It includes programmatic barriers to and models for effective service delivery and successful transition service practices. jeb (2 pages, no charge)

Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210
(614) 292-4353
(800) 848-4815

Issues and Research in Special Education (Vol. 1)
Gaylord-Ross, R. (Ed.). (1990).
New York, NY: Teachers College Press.

This volume brings together some of today's leading authorities on special education to examine the latest issues and research in this expanding field. The series is designed to provide professionals with an overview of significant developments and theoretical advances in special education. Volume I identifies key areas currently attracting attention and offers the perspectives of prominent researchers in the field. Topics include research methods in special education, integration of students with severe and profound disabilities, research in vocational special education, education and community integration experiences of deaf adolescents and young adults, and dynamic assessment. This book will serve as a reference work for teacher educators, researchers, professionals, and graduate students. sck (448 pages, $58.95)

Teachers College Press
P.O. Box 2032
Colchester, VT 05449
(802) 878-0315 (in VT)
(800) 445-6638

Research in Secondary Special Education and Transitional Employment
Rusch, F. R. (1990).
Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

This document contains research results for the following studies on transition: parental involvement, social skills/coworker involvement, supported employment, and job separation. Methodologies, results, and references are included for each of the eight studies. This monograph may be of interest to other researchers examining these issues. jeb (178 pages, $8.50)

Secondary Transition Intervention Effectiveness Institute
University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333-2325

School-to-Work Transition for At-Risk Youth (Information Series No. 339)
Feichtner, S. H. (1990).
Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

The purpose of school-to-work transition is to help youth develop the skills and attitudes needed to secure and maintain employment and an adult lifestyle, help that is especially critical for youth at risk. The transition process as described by the author must include a wide range of articulated services and systematic procedures for prescribing appropriate individual assistance and for tracking information. A number of program and service barriers that compound the societal barriers faced by at-risk youth are identified. A review of major policy concerns and research needs concludes with recommendations for the training of case management personnel, systematic and comprehensive services, and the development of a computerized management information system. sck (80 pages, $8.75)

ERIC Clearinghouse on
Adult, Career, and
Vocational Education
Center on Education and
Training for Employment
Ohio State University
Publications Office, Box F
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

Training America: Strategies for the Nation
Carnevale, A., & Johnston, J. W. (1989).
Rochester, NY: National Center on Education and the Economy.

Completed as a joint project by the National Center for Education and the Economy and the Society for Training and Development, this report provides an in-depth analysis on the job training programs offered by schools, vocational and technical institutes, colleges, the military, apprenticeship programs, employers, public agencies, and others. It is intended to provide background information on–and recommendations for–the development of a comprehensive strategy for improving job-related learning in the United States. Of particular interest is the comparison to the human resource development systems of other countries. The paper is divided into four sections: (1) preparing for work via education, (2) the second chance system including Job Training Partnership Act, (3) intermediaries such as employment agencies and internship programs, and (4) involving employers more heavily in creating opportunities for learning on the job. Endnotes are included. sck (74 pages, $4.00)

National Center on Education
and the Economy
P.O. Box 10670
Rochester, NY 14610
(716) 546-7620

Transitioning Exceptional Children and Youth into the Community: Research and Practice
Cipani, E. (Ed.). (1989).
Binghamton, NY: The Haworth Press, Inc.

The Haworth Press, Inc.
10 Alice Street
Binghamton, NY 13904-1580
(800) 342-9678

Focusing on the dynamic process of mainstreaming exceptional children and youth, experts examine some of the exciting technological advances made to accompany the social changes enacted over the years. This sourcebook includes the latest research and state-of-the-art practice approaches for helping exceptional children and youth make the transition into the community—enabling them to live in the least restrictive environment. The behavioral training technology approach is stressed in this book, with explorations of the historical and philosophical issues in normalization and basic issues in assessment and training. sck (202 pages, $34.95)

Vocational Education for At-Risk Youth: How Can It Be Made More Effective? In School to Work Transition Services for Disadvantaged Youth
Bishop, J. (1988).
Ithaca, NY: Center for Advanced Human Resource Studies.

Center for Advanced Human Resource Studies
New York State School of Industrial and Labor Relations
Cornell University
Ithaca, NY 14851-0925
(607) 255-9358

The first part of this paper is a review of research on the effects of various types of vocational course work on dropout rates, probabilities of employment, earnings, productivity, and basic skills. Part II presents a series of recommendations for improving vocational education's contribution to the successful labor market transition of disadvantaged youth. Recommendations for changes in vocational education include the following: counseling before entry into occupationally specific programs, expanding cooperative education, developing a strong basic skills foundation, honoring academic achievement, helping students obtain good jobs, and restructuring state funding formulas to promote effective service to the disadvantaged. mcw (45 pages, $10.00)

Vocational Education in the 1990s: Major Issues
Pautler, Jr., A. J. (Ed.). (1990).
Ann Arbor, MI: Prakken Publications, Inc.

Prakken Publications, Inc.
P.O. Box 8623
416 Longshore Drive
Ann Arbor, MI 48107
(313) 769-1211

Designed to present issues which face vocational education today and in the immediate future, this book serves as a potential agenda for confronting those issues and assisting in responsible and responsive

policy development, financing, research, and operation of vocational education programs in the 1990s. Three primary objectives guided the contributing authors: (1) major issues which face vocational education at the present time, (2) suggestions on how best to deal with those issues, and (3) topics for ongoing research that will best address and resolve the issues at hand.

The chapters include a historical background of the field, philosophy, and policy perspectives, an examination of the secondary vocational program, a description of postsecondary occupational education, a review of vocational teacher preparation, the organizational structure of vocational education, issues of administrative leadership in the field, and an examination of the vocational curriculum. Also found are a discussion of programs for students with special needs, an examination of the relationship between the history and the future of vocational education, issues for research in vocational education, a vision for vocational education for the next ten years, and an examination of the role of vocational education in preparing students for the future. A bibliography is included. sck (302 pages; $16.95, $13.56 school price)

What Works in Vocational Education for Students Who Are at Risk (TASPP BRIEF)
Coyle-Williams, M. (1989, October).
Champaign: National Center for Research in Vocational Education, University of Illinois, Technical Assistance for Special Populations Program. (ERIC Document Reproduction Service No. ED 313 535)

Recent recommendations on improving vocational education's capacity to facilitate the successful transition of youth from educational settings to the labor market are highlighted in this BRIEF. The components of successful vocational education programs for youth who are at risk and the characteristics of effective school-to-work transition programs are presented. In addition, goals for refocusing vocational education policy in order to improve the overall quality of programs and to increase the access of special populations to high-quality vocational education are discussed. mcw (4 pages, no charge)

National Center for Research in Vocational Education
University of California at Berkeley
Technical Assistance for Special Populations Program
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

COMPONENTS OF TRANSITION

This section provides brief abstracts of resources focused on each of the components for school-to-work transition.

ASSESSMENT AND EVALUATION

Assessing Special Students: Strategies and Procedures (3rd ed.)
McLoughlin, J. A., & Lewis, R. B. (1990).
Columbus, OH: Merrill Publishing Company.

Merrill Publishing Company
4635 Hilton Corporate Drive,
Box 508
Columbus, OH 43216-0508
(614) 759-6600 (in OH)
(800) 848-1567

Based on a systematic assessment questioning model, this offers an introduction to educational assessment procedures, provides a combined coverage of formal and informal assessment, features over twenty new assessment procedures, defines correct assessment procedures, and teaches students how to apply assessment results, right in the classroom. It prepares students for all phases of the assessment process and encourages them to take advantage of every available assessment tool. An expanded chapter on vocational and career assessment explores college assessment and postsecondary topics. sck (640 pages, $29.56)

The Consumer-Job Compatibility Index
Rehabilitation Research and Training Center
Research Division. (1990).
Richmond: Virginia Commonwealth University.

Virginia Commonwealth
University
Rehabilitation Research and
Training Center
1314 W. Main Street
VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

This IBM compatible microcomputer software program has been developed to provide supported employment programs a strategy to identify the specific local job best suited for an individual's unique strengths and abilities. By completing assessment forms on specific individuals and a number of potential community jobs, an employment specialist is able to predict the likelihood that an individual will retain a specific job as well as the number of possible job coach hours required to enable that individual to be successful. sck (101 pages; $17.00, plus $2.50 shipping and handling)

Moving On: Transition for Youth with Behavioral Disorders
Bullis, M., & Gaylord-Ross, R. (1991).
Reston, VA: Council for Exceptional Children.

Council for Exceptional
Children
1920 Association Drive
Department K10921
Reston, VA 22091-1589
(703) 620-3660

Preparing students with behavioral disorders for long-term life adjustment is one of education's greatest

challenges. This book describes a vocational assessment that can help to focus skill training needed for the workplace. sck (52 pages; CEC member price $6.25, regular price $8.90)

Providing Student Vocational Assessment Services: An Administrator's Guide
Norton, R. E., & Lankard, B. A. (1990).
Athens, GA: American Association for Vocational Instructional Materials.

American Association for Vocational Instructional Materials
745 Gaines School Road
Athens, GA 30605
(800) 228-4689

Initiating, delivering, and evaluating vocational assessment programs for secondary and postsecondary students is an important and time-consuming task. This guide provides a comprehensive overview of the vocational assessment process and descriptions of key programs and instruments to assist the administrator in this task. It addresses who it serves, what it accomplishes, why it is necessary, where and when it is offered, and how it is performed. As examples of "what works," six model vocational assessment programs are highlighted. In addition, the guide describes in detail twenty-five assessment instruments and offers a summary chart of information to use in comparing the various instruments. sck (94 pages, $12.00 plus $2.00 shipping)

Support Programs in Higher Education for Students with Disabilities: Access for All
Dalke, C. L. (1991).
Frederick, MD: Aspen Publishers, Inc.

Aspen Publishers, Inc.
7201 McKinney Circle
P.O. Box 990
Frederick, MD 21701-9782
(301) 251-5233 (in MD)
(800) 638-8437

Every detail of setting up a practical, postsecondary support program for students with disabilities is covered in-depth in this source book which contains information on how to plan, develop, implement, and evaluate programs. The program model is designed to work in many disability areas as well as varied educational settings. Forms, worksheets, and reproducible handouts are also included. cdb (224 pages, $125.00)

Transition Programs for the Handicapped: Impact and Effectiveness (Final Report)
State of Maine Department of Educational and Cultural Services, & Office of Special Education Programs, U.S. Department of Education. (1988).
Augusta, ME: Author.

State of Maine
Division of Special Education
Department of Education
State House Station 23
Augusta, ME 04333
(207) 289-5950

The findings of a project developed to evaluate the impact and effectiveness of transition services for

special education students are disseminated in this report. The project identified relevant transition goals for the State of Maine and areas of needed technical assistance, developed an evaluation system to monitor the improvement process, and created a tracking system to better monitor the progress of individuals receiving transition services. An evaluation model was developed with goals addressing the following factors: (1) referral and placement, (2) assessment practices, (3) use of interagency collaboration, (4) functional curricula, (5) parental involvement, (6) student involvement, (7) community involvement, (8) job placement, (9) follow-up procedures and services, (10) postsecondary placement opportunities, and (11) graduate success in employment and community living. The study contributed numerous findings and made appropriate recommendations in the areas of in-service training, policy planning, job development, availability of postsecondary opportunities, recognition of promising practices, coordination of efforts at state and local levels, and use of P.L. 94-142 funding. A bibliography and appendices are included. An executive summary is available as a separate volume. jeb (67 pages, no charge)

Transition Goals for Adolescents with Learning Disabilities
Trapani, C. (1990).
Waltham, MA: College-Hill Press.

A discussion of assessment, highlighting the desirability of a team approach to evaluation and diagnosis, is presented in this book. The author emphasizes the appropriateness of focusing on psychological, social, and emotional data as well as academic data during assessment. Other topics covered include the secondary school curriculum, transition from public school programs, social competence, social skills training, family issues, and general information about problems that correlate with learning disabilities.

The book underscores the complex patterns of social and emotional behaviors that can accompany learning disabilities. The author stresses the need to expand the scope of academic programs in order to be responsive to a full range of needs that can characterize persons with learning disabilities. Also included in the book are appendices (e.g., lists of professional organizations, professional journals, legislation) and bibliographical references. sck (179 pages, $24.50)

College-Hill Press
A Division of Little, Brown
and Company
Order Department
200 West Street
Waltham, MA 02254-9931
(800) 343-9204

Vocational Assessment: A Guide for Parents and Professionals (NICHCY Transition Summary No. 6)
Rothenbacher, C., & Leconte, P. (1990, December). Washington, DC: National Information Center for Children and Youth with Disabilities.

National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013-1492
(800) 999-5599

The importance of vocational assessment in the educational process is described in this issue of the NICHCY Transition Summary. Vocational assessment is defined, its purposes are explained, and the ways in which vocational assessment can benefit teenagers with special needs are discussed. Types of assessments are discussed, as well as the roles that key professionals play in the assessment process. Suggestions for parents are included, as well as examples of individual cases that illustrate the issues being discussed. One of the purposes of this Transition Summary is to emphasize the need to increase the availability of vocational assessment services to all youth with disabilities as they plan for the future. A bibliography of print resources is included along with a listing of organizations which may provide additional information on vocational assessment. mcw (16 pages, no charge)

The Vocational Assessment of Students with Handicapping Conditions: Definition and Programmatic Guidelines
Cooperative Services Model Project. (1989). Albany: New York State Education Department.

OECHC—Division of Program Development
c/o Vocational Assessment Manual
Room 1071
Education Building Annex
New York State Education Department
Albany, NY 12234
(518) 474-3852

Described in this manual is an effective process which can be used to document student-specific information regarding aptitudes, abilities, interests, and vocational awareness to be considered in the development and implementation of the Individualized Education Program. This process assists schools in fulfilling responsiblities prescribed by federal and state laws and regulations. More importantly, the authors feel these "best practices" will foster the provision of appropriate educational services to students with disabilities and a fuller realization of their academic and employment potential. Appendices include a directories of the Cooperative Services Model Projects, vocational rehabilitation district offices in the state of New York, and special education training and resource centers in New York State. sck (13 pages)

CAREER GUIDANCE AND COUNSELING

Career Development and Transition Education for Adolescents with Disabilities
Clark, G. M., & Kolstoe, O. P. (1990).
Needham Heights, MA: Allyn & Bacon.

Allyn & Bacon
Department 894
160 Gould Street
Needham Heights, MA
02194-2310
(800) 852-8024

This book presents a Career Education model developed by Gary Clark based on extensive research and validation by teachers involved with educating adolescents with disabilities for satisfying post-secondary living. Practical examples for teachers are provided and practical suggestions for inter- and intraagency cooperation are also included. The book links career education with transition of persons from school to adult living, focuses on high school special education programming for mildly disabled youth, and moves beyond the traditional career education model to incorporate transition programming concepts. sck (480 pages, $35.00)

Career Education: A Curriculum Manual for Students with Handicaps
Baumgart, D. (1990).
Frederick, MD: Aspen Publishers.

Aspen Publishers
7201 McKinney Circle
P.O. Box 990
Frederick, MD 21701
(301) 251-5233 (in MD)
(800) 638-8437

The general goal of the first section, Career Exploration, is to provide information to high school students about careers. Activities are described and inventories are included to help identify students' functional aptitudes and vocational interests. Exercises in which students learn about, classify, observe, and simulate occupational tasks are outlined. Forms and worksheets are included.

The major units in this curriculum are presented in several formats differing in difficulty. Because of this feature, the curriculum can be adapted for students with mild disabilities, severe disabilities, or for heterogeneously grouped students representing a range of disabilities. Assessment is facilitated by questionnaires and by observational checklists. In many cases, these questionnaires would require minimal adaptation before they could be used in classrooms.

The second part of the curriculum is designed for use when students have been placed in worksites. A complete package of forms, materials, and activities to assist instructors in making and monitoring such placements has been developed. As with the initial

phase of the curriculum, the author includes numerous practical suggestions for remedial instruction. sck (512 pages, $95.00)

Career Planning and Placement Strategies for Postsecondary Students with Disabilities (rev. ed.)
Deykes, R., & Hartman, R. C. (Eds.). (1991).
Washington, DC: HEATH Resource Center.

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(202) 939-9320
(800) 544-3284

Projects and programs in postsecondary educational settings which demonstrate the most positive and effective methods of assisting this student population to embark on successful careers, are described in the publication. Also included are federal and national work incentive programs, contact information about selected resource persons, and an annotated listing of current publications and materials. cdb (8 pages, no charge)

Career Portfolio
Sarkees-Wircenski, M. (1990).
Austin: University of North Texas.

University of Texas at Austin
Extension Instruction and Materials Center
Customer Service
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716 (out of state)
(800) 252-3461 (in TX)

The objective of the Career Portfolio is to assist vocational education and special education personnel in delivering vocationally related competencies needed by mildly disabled students to obtain and retain employment upon graduation. The competencies listed in the profile were identified through an extensive literature search and a review of materials from the National Center for Research in Vocational Education at the University of California at Berkeley, as well as curriculum centers in Texas and in other states. All vocationally related competencies identified through this process were organized into five areas: (1) job specific skills, (2) employability skills, (3) independent living/self-help skills, (4) generalizable skills (mathematics skills and communications skills), and (5) work-related social skills. Competencies which had an eighty percent or higher response from field test reviewers (professionals from the fields of special education, vocational education, special education administration, counseling, vocational education administration, Texas Education Agency service area representatives, and service center representatives) are included in the Career Portfolio. sck (30 pages, $10.00/set of 20)

Getting Ready for College: Advising High School Students with Learning Disabilities (rev. ed.)
Davie, A. (Ed.). (1990).
Washington, DC: HEATH Resource Center.

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(800) 544-3284

This checklist covers the basic steps that should be taken in order for the students with learning disabilities to have choices in their senior year about whether to go to college. Designed for parents, counselors, teachers, and program coordinators, it includes advice about the importance of disability awareness, personal and skill development, LD assessment records and course options, college applications, decision making, and transition to college. sck (4 pages, no charge)

Guidance Activities for Special Needs Students
Hughey, J. K., & Ferrugia, T. (1987, May).
Columbia: University of Missouri-Columbia, Missouri LINC.

Instructional Materials Laboratory
University of Missouri-Columbia
2316 Industrial Drive
Columbia, MO 65202
(800) 669-2465

This manual's purpose is to assist counselors, teachers, and support personnel in providing guidance and counseling activities to students with special needs. The activities are designed to meet the competencies of the following nine categories in the curriculum component of the Missouri Model for Comprehensive Guidance Programs: (1) planning and developing careers, (2) understanding and accepting self, (3) understanding and getting along with others, (4) understanding the effects of drugs and alcohol, (5) preparation for finding jobs, (6) making decisions, (7) finding jobs, (8) improving basic skills and study/ learning skills, and (9) vocational selection and training. An emphasis on infusing the guidance activities into the regular educational curriculum is maintained. sck (280 pages; $21.40, plus shipping)

Hire Learning: Schooling that Works
Duffy, P. L., & Wannie, T. W. (1990, December).
Centerville, MA: Career Education Services.

Career Education Services
P.O. Box 285
Centerville, MA 02632
(508) 775-0271

With the growing emphasis on improving the school-to-work process, this resource can be used independently as a work text or as part of a secondary school curriculum to teach school-to-work transition skills for high school students and young adults. Because of its comprehensive approach to job training and career planning, this resource can also be used in postsecondary education instruction.

This career education/guidance resource, which includes an instructor's guide, should be of particular interest to industry-education coordinators/directors, career educators, guidance counselors, and those involved in areas such as vocational and technical training, work-study, cooperative educational programs, and special needs education. sck (319 pages; $25.00, plus $2.50 shipping/handling charge)

It's Never Too Early, It's Never Too Late: A Booklet About Personal Futures Planning (Publication No. 421-88-109)
Mount, B., & Zwernik, K. (1988).
St. Paul, MN: Metropolitan Council.

Metropolitan Council
Mears Park Centre
230 E. Fifth Street
St. Paul, MN 55101
(612) 297-3000

This booklet, written for persons with developmental disabilities, their families and friends, case managers, service providers, and advocates, presents a problem-solving process called futures planning. Futures planning is applicable throughout the life cycle and uses support networks and a person's strengths to realize expectations for that individual. sck (45 pages, $5.00)

Mental Retardation (3rd ed.)
Patton, J. R., Payne, J. S., & Beirne-Smith, M. (Eds.). (1990).
Columbus, OH: Merrill Publishing Company.

Merrill Publishing Company
4635 Hilton Corporate Drive, Box 508
Columbus, OH 43216-0508
(614) 759-6600 (in OH)
(800) 848-1567

With its focus on the unique relationship between the special educator and the learner with retardation, this text provides a complete study—from history and background, to the problems of citizens with retardation and their place in society. Chapters in the book are devoted to various ages and stages in the lifespan, including early childhood, the school years, adolescence, and adulthood. Increased emphasis on career and lifeskills reflects increased understanding of the ability of individuals who are retarded to achieve independence and self-sufficiency. .

Part I provides background information while Part II provides an introduction to the different levels of severity. Part III, covering issues across the lifespan, includes chapters on career development and transitional planning and on adult years. sck (704 pages, $27.96)

Missouri Comprehensive Guidance: A Model for Program Development and Implementation
Missouri Department of Elementary and Secondary Education, Division of Vocational Education. (1990).
Columbia, MO: Author.

Instructional Materials Laboratory
University of Missouri at Columbia
2316 Industrial Drive
Columbia, MO 65202
(800) 669-2465

The primary purpose of the Missouri Comprehensive Guidance Program Model is assisting districts to plan, develop, implement, and evaluate comprehensive and systematic guidance programs in kindergarten through grade twelve. The model is based on results obtained from pilot testing activities based in school districts. While it is a state model, local districts have the flexibility to modify the model to meet local needs.

Kits are available for the elementary level (K-6), middle school level (6-9), and secondary level (9-12) and come in storage boxes with manual, activities, and transparency masters. Each kit contains an operations manual for K-12 covering structural and programmatic components, implementation steps, involving other personnel, and program evaluation procedures. There are approximately two-hundred fifty to three-hundred guidance learning activities in each kit. sck (500 pages, $80.00/kit)

National Career Development Guidelines
National Occupational Information Coordinating Committee. (1990).
Portland, OR: Northwest Regional Educational Laboratory.

Northwest Regional
Educational Laboratory
101 S.W. Main Street,
Suite 500
Portland, OR 97204
(503) 275-9500

This comprehensive set of career development guidelines for career guidance professionals has been created by the National Occupational Information Coordinating Committee in a nationwide initiative to foster excellence in career development programs, kindergarten through adult. The guidelines use a competency-based approach to identify desired outcomes of comprehensive career guidance programs for participants at each developmental level; they also identify personal competencies needed by counselors to deliver quality programs and outline organizational capabilities necessary for state and local organizations to strengthen and improve career development programs. The guidelines focus on building students' and adults' career "competencies"—their abilities to understand the world of work and to find their place in that world. These competencies are organized around three categories: (1) self-knowledge, (2) educational

and occupational exploration, and (3) career planning. The complete set includes a Trainer's Manual; State Resource Handbook; and Local Handbooks for the following: Community and Business Organizations, Postsecondary Institutions, High Schools, Middle/ Junior High Schools, and Elementary Schools. sck ($10.90 each, $68.80 for entire set of seven handbooks)

Vocational Special Needs Counselor Manual (rev. ed.)
Presberry, I., Kearns, D., Hughey, J. K., & Boyer-Stephens, A. (in press).
Columbia: University of Missouri at Columbia, Missouri LINC.

This manual, which resulted from a request by vocational special needs (VSN) counselors in the State of Missouri, contains basic information which should serve as a guide to VSN counselors. Generally VSN counselors are funded to work with students who are disadvantaged, though some may receive funding to provide services for students who are disabled. The VSN counselor provides guidance, counseling, career development, and placement services and activities to appropriately place students into vocational education programs, assist students in successful completion of vocational education programs, and facilitate the transition from school to employment or further training. The manual is divided into the following five areas of responsibility: (1) counseling and advocacy, (2) program development, (3) assessment, (4) career development and transition services, and (5) contacts and meetings, with a separate section for postsecondary concerns. Resources following each section help to identify sample forms or sources of further information regarding that particular topic. A glossary and reference section conclude the manual. sck (164 pages; $13.15, plus $3.85 postage and handling)

Instructional Materials Laboratory
10 London Hall
University of Missouri at Columbia
2316 Industrial Drive
Columbia, MO 65202
(800) 392-7217 (in MO)
(314) 882-2884

CURRICULUM AND INSTRUCTION

Basic Vocational Education
Thomas, L. D., Bartley, D., Rodriguez, L., Vance, M., Vance, P., & Parrish, L. H. (1988, June).
Austin: University of Texas at Austin, Extension Instruction and Materials Center.

This manual is divided into three major sections. The first section contains the implementation plan. The second section is designed to assist the classroom teacher in the delivery of basic vocational skills to at-risk and special needs learners. It is comprised of eleven curriculum units covering the following: vocational awareness, vocational counseling, self concept, vocational exploration, functional academics, vocational guidance, looking for work, employment forms, work habits and attitudes, working relationships, and money management. The curriculum is intended to be integrated with information obtained from vocational interest surveys and vocational aptitude assessments. The third section contains reference information on commercial and public resources reviewed in preparation for the development of the curriculum. The manual can be used with students who are enrolled in prevocational, vocational, cooperative work-study, or career education programs at the middle school and secondary school levels. All materials are designed for students who have deficiencies or who lack knowledge of basic employment skills necessary to make a successful transition from school to work. The materials can also be adapted for use in both large and individualized instructional settings. sck (383 pages, $19.50)

Extension Instruction and Materials Center
University of Texas at Austin
Customer Service
Division of Continuing Education
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716
(800) 252-3461 (in TX)

BRIDGE Curriculum Guide
Northwest Regional Educational Laboratory. (1990).
Portland, OR: Private Industry Council.

Going from middle school to high school is a tough transition for most students, and even harder for disadvantaged youth, but a new curriculum guide produced by the Northwest Regional Educational Laboratory is designed to make that transition a little easier. The guide is designed to help teachers enhance students' social and work maturity skills.

The guide was developed for the Private Industry Council and Portland Public Schools for use in BRIDGE, a program designed to boost the education

Private Industry Council
520 S.W. Sixth Avenue, Suite 400
Portland, OR 97204
(503) 241-4600

and employability of disadvantaged youth. Eighteen units for developing the leadership, responsibility and self-worth skills, and concepts of students in their first year of high school are included. Individual units deal with such topics as time management, career goals and expectations, substance abuse, self-preservation, community resources, and using leisure time. sck (527 pages, $115.95)

Can Social Skills for Employment Be Taught? Using Cognitive Behavioral Procedures with Adolescents with Mild Disabilities (Research and Resources on Special Education, No. 28)
Warger, C. L. (1991).
Reston, VA: Council for Exceptional Children, ERIC/OSEP Special Project.

The Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

A synthesis of several research studies which examined the importance of social skill development to success in employment settings is provided in this research brief. Also included is information about several intervention procedures and their use in developing and maintaining appropriate social skills for the workplace. sck (8 pages, $1.00)

Curriculum and Teaching Strategies for Students with Behavioral Disorders
Center, D. B. (1989).
Englewood Cliffs, NJ: Prentice Hall.

Prentice Hall
Simon & Schuster
Higher Education Group
Englewood Cliffs, NJ 07632
(800) 635-1579

Designed to be useful to both university and classroom teachers, this teaching tool provides specific approaches for teachers of students with behavioral disorders. Based on fifteen years of experience teaching students with behavior disorders and methods to teachers of students with behavior disorders, the author presents strategies for dealing successfully with these students.

This methods book addresses the major programming areas based on the definition of the seriously emotionally disturbed in P.L. 94-142, discusses developmental considerations in using the approaches, suggests materials appropriate for elementary- and secondary-level students, and strikes a balance between behavioral and cognitive approaches to programming for students with behavior disorders. A chapter is devoted to career education and transition services for the behaviorally disordered. sck (319 pages, $36.00/set)

Curriculum for Supported Employment
Lynch, P. S., & Stanton, S. B. (1988).
Austin: University of Texas at Austin, Extension Instruction and Materials Center.

Designed for teachers, paraprofessionals, and others involved in supported employment programs for severely to profoundly disabled students in public schools, this curriculum provides necessary information about supported employment programs. It includes forms and guidelines for implementing programs, a glossary, and references. The training manual outlines a training program for job coaches/ job trainers working in implementing supported employment programs. ldi (curriculum, $13.50; training manual, $19.50)

University of Texas at Austin
Extension Instruction and Materials Center
Customer Service
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716
(800) 252-3461 (in TX)

Functional Curriculum for Transition: A Resource Guide
West, L. L. (Ed.). (1989).
Columbia: University of Missouri at Columbia, College of Education, Missouri LINC.

This guide is designed to provide the reader with information necessary to adapt or develop a functional curriculum for children and youth who display academic difficulties. Specifically, the guide provides suggestions of methods to teach students with special needs and overview of functional curriculum. In addition, specific details of its components and suggestions on how to develop a functional curriculum are included. The guide can also be used as a reference to educational programs which may already be functional in nature. The appendices include a number of forms to be used by educators interested in creating a more functional class environment, a list of publishers, and references. sck (95 pages, $7.80)

Instructional Materials Laboratory
10 London Hall
University of Missouri at Columbia
2316 Industrial Drive
Columbia, MO 65202
(800) 392-7127 (in MO)
(800) 633-5937

IMPACT: A Functional Curriculum Handbook for Students with Moderate to Severe Disabilities
Neel, R. S., & Billingsley, F. F. (1989).
Baltimore, MD: Paul H. Brookes Publishing.

Directed to those involved in the development and/or implementation of quality programs of education for children with moderate to severe disabilities, this handbook provides an integrated curriculum from which these programs can be developed. The goals of the IMPACT functional curriculum are to increase participation of each student; increase each child's degree of influence over events affecting him/her;

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285-9945
(800) 638-3775

allow the development of functional school programs within integrated public school settings; and provide assistance in a cooperative partnership among students, parents, and teachers. The basic tenets and assumptions of IMPACT are explained and procedures for implementing IMPACT are provided. Appendices provide forms for use in assessment and instruction, the IMPACT Home Inventory (assesses a child's needs in the home), the IMPACT School Inventory (assesses a child's needs in the school environment), and a Parent Guide which aids parents in understanding IMPACT. sck (216 pages, $28.00)

Instructional Methods for Adolescents with Learning and Behavior Problems
Schloss, P. J., Schloss, C. N., & Smith, M. A. (1990). Needham Heights, MA: Allyn & Bacon.

Allyn & Bacon
Department 894
160 Gould Street
Needham Heights, MA 02194-2310
(800) 852-8024

This book is based on an empirical orientation to special education. The basic teaching model described in the text includes evaluation of learner characteristics, establishing corresponding goals and objectives, implementing educational strategies that have been demonstrated to be effective in applied research literature, evaluating the impact of the procedures with the individual learner, and modifying educational interventions when sufficient progress is not noted.

The text is organized around three major content areas. The first includes educational perspectives related to instructional services for youths who are disabled and provides the foundations of secondary special education, a transition perspective, postsecondary service options, and problems of adolescence. The second area includes general instructional approaches that are effective in teaching secondary level learners who are disabled. It provides direct instruction for secondary learners with disabilities, assessment for placement and instruction, managing the learning environment, and resource room and consultative functions. The final area provides a description of secondary special education methodologies and curricula within each of the major curriculum areas including listening and speaking, written language, reading instruction, mathematics instruction for secondary students with mild disabilities, vocational instruction, leisure-ability and leisure education, and social skills instruction. sck (500 pages, $36.75)

Learning to Get Along: Social Effectiveness Training for People with Developmental Disabilities
Jackson, D. A., Jackson, N. F., Bennett, M. L., Bynum, D. A., & Faryna, E. (1990, December).
Champaign, IL: Research Press.

Research Press
Department E, Box 3177
Champaign, IL 61826
(217) 352-3273

This training program (a complete set includes a Group Training Manual and a Program Guide) is designed to assist in the teaching of social skills to adolescents and adults with mild to moderate developmental disabilities. It is intended for use in special education classrooms, sheltered workshops, community group care facilities, developmental centers, and residential facilities.

A dual training approach is used consisting of guidelines for using naturally occurring opportunities to teach appropriate social behavior in everyday interactions and structured lesson plans for teaching specific social skills in a group setting. The guide includes forty-five hands-on activities to help staff master all the program methods and details the five teaching strategies that are central to the program: (1) positive feedback, (2) ignore-attend-praise, (3) teaching interaction, (4) direct prompt, and (5) sit and watch. The manual provides detailed instructions for planning and conducting structured skills training in groups of six to ten individuals. The curriculum contains twenty-one core social skills. sck (Complete Program includes Program Guide and Group Training Manual, $35.95)

Model Curriculum Emphasizing Transition: A Curriculum Planning Guide for Students with Mild Disabilities
Andersen, L. (1988).
Sacramento, CA: Resources in Special Education.

Resources in Special Education, RiSE
650 Howe Avenue, Suite 300
Sacramento, CA 95825
(916) 641-5925

The components in this curriculum guide range from a philosophy statement and definitions of transition to an extensive set of special education goals and objectives in both print and computer disk formats. It is designed to be used for mildly disabled students from preschool through grade twelve. The sections may be used independently, and many subcomponents can be modified or replaced to meet the user's unique needs. The purpose of the document is to enable educators, parents, and students to meet the numerous challenges and opportunities emphasizing successful transition from school to work and to a quality adult life. sck (412 pages, $25.00)

Pre-Enrollment Vocational Skills Activities Packet (rev. ed.)
Frederick County Public Schools. (1988, August). Frederick, MD: Author.

Career and Technology Center
Frederick County Public Schools
115 E. Church Street
Frederick, MD 21701
(301) 694-1657

This document provides supplemental pre-enrollment material generic to most vocational and/or technical programs available to students in the Frederick County school system in Maryland. It is designed to be used as a prerequisite to or in conjunction with the fifteen specific pre-enrollment learning activities packets covering the following topics: auto body, auto mechanics, carpentry, heating and air conditioning, machine shop, masonry, welding, related vocational skills, agriculture, construction electricity, drafting, graphic arts, horticulture and landscaping, plumbing and pipefitting, and food service. It is divided into the following four units: (1) vocational survival skills, (2) safety rules, (3) vocabulary, and (4) general tools. Each unit includes a variety of activities and teaching techniques, a numerical answer key, student directions, and short, precise teacher/aide instructions. The document may be utilized by students currently enrolled in vocational programs or by students in prevocational classes. A parent or other interested adult may use the document during the summer to prepare a student for enrollment in a vocational program. sck (128 pages, $50.00)

Skills for Job Success
McCombs, B. L., & Brannan, L. (1991, June). Baltimore, MD: Educational Press.

Educational Press
Department 9001
P.O. Box 32382
Baltimore, MD 21208-8382
(301) 561-5912

This curriculum helps students develop job social skills by focusing on accepting criticism and asking for help. These two key areas can lead to job success, and their absence can lead to job failure. This program contains a series of instructional, diagnostic, practice, and motivational activities and consists of four phases of instruction: (1) introduction, (2) situation lessons, (3) role playing situations, and (4) on-the-job training. Not only do the simulations address critical social skills, they also address the needs of students with poor reading skills (materials are written at a fourth-grade reading level). The program is adaptable to a wide variety of student needs, abilities, and ages.

The Skills for Job Success program consists of twenty-seven student, nonconsumable workbooks: three introductory lessons, twelve accepting criticism workbooks (three different levels) and twelve asking for help workbooks (three different levels). Each

book is designed for independent student work. An individual Teacher's Lesson Guide accompanies each of the twenty-seven workbooks. The Teacher's Guide provides lesson objectives, instructions, additional group and individual activities, a student tip sheet, and a lesson quiz, reviewing the skills learned in that lesson. (These sheets are blackline masters and are reproducible.) sck ($1199.99, complete class kit; items are also sold separately)

Social Competence and Employability Skills Curriculum
Weisgerber, R. A., Dalidorf, M. R., Jabara, R. F., Feichtner, S. H., & Blake, P. L. (1989).
Frederick, MD: Aspen Publishers.

Aspen Publishers
7201 McKinney Circle
P.O. Box 990
Frederick, MD 21701-9782
(301) 251-5233 (in MD)
(800) 638-8437 (out of state)

Four different guides contained in this document are designed for use by various team members involved in the school-to-work transition process—supervisors, educators, counselors, job developers, job coaches, and employers. The guides focus on strategies for developing functional performance by disabled persons as they prepare for independent living and emphasize social skills and essential skills for daily living in the home and community, maximizing intellectual potential. The Administrator's Guide for Developing a Transition Program is designed for the administrator in a secondary school who is responsible for establishing a program to help disabled students move from the school to a job. The Instructor's Guide and Student Materials for Developing Social Skills is meant to be used in school contexts to help develop effective instructional strategies. The Counselor's Guide and Client Materials for Developing Social Skills is a working tool for counselors in community agencies that serve the disabled. The Employer's Guide for Hiring Disabled Persons is designed to familiarize employers with the special factors and circumstances that arise when they consider employing persons with disabilities. sck (586 pages, $99.95)

Social Skills on the Job
Macro Systems, Inc. (1990).
Circle Pines, MN: American Guidance Service.

American Guidance Service
Publishers Building
P.O. Box 99
Circle Pines, MN 55014-1796
(800) 328-2560
(800) 247-5053 (in MN)

This resource is designed to encourage students with mild learning disabilities, mild emotional disturbance, or mild mental retardation, as well as nondisabled adolescents who lack social skills, to succeed on the job. It gives them a plan of action for obtaining, transferring, and generalizing appropriate on-the-job

behavior that helps them in the areas of interpreting verbal and nonverbal cues, perceiving the moods and feelings of others, predicting the consequences of their actions, generalizing from one situation to another, and problem-solving and information processing. Included in the program are a videotape, teacher's guide, blackline masters, computer software—(Apple IIe, IIc, and IIGS)—and computer supplement manual. sck (Catalog No. JC4700, $425.00)

The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities
Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J., & Dempsey, P. (Eds.). (1989).
Baltimore, MD: Paul H. Brookes Publishing.

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285-9945
(800) 638-3775

Serving persons from kindergarten through age twenty-one, this field-tested curriculum is designed for professionals and parents devoted to directly preparing a student to function in the real world. The book examines the role of community living domains, functional academics, and embedded skills. Also included are practical implementation strategies and valuable information for preparing students whose learning needs go beyond the scope of traditional academic programs. A detailed application is provided in the book's companion volume, *The Syracuse Curriculum Revision Manual: A Group Process for Developing a Community-Referenced Curriculum Guide.* sck (416 pages, $47.00)

The Syracuse Curriculum Revision Manual: A Group Process for Developing a Community-Referenced Curriculum Guide
Schnorr, R., Ford, A., Davern, L., Park-Lee, S., & Meyer, L. (1989).
Baltimore, MD: Paul H. Brookes Publishing.

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285-9945
(800) 638-3775

As a companion volume to *The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities*, this manual provides a yearlong, step-by-step process for developing a community-referenced curriculum. Used in a field-testing effort across twelve school districts in eight states throughout the country, the manual emphasizes the importance of determining a district's individual strengths and needs and presents revision procedures that actively involve both parents and teachers in curriculum development. sck (144 pages, $40.00)

Texas Transition Model: School to Work Transition Curriculum (Vol. II)
Barbieri, M., & Wircenski, J. (1990).
Austin: University of Texas at Austin, Extension Instruction and Materials Center.

This provides a series of transition lesson plans written in short, concrete units. The skills addressed range widely but are all related to the knowledge and abilities students will need in independent living and community employment. Teacher and student information sheets, pretests and posttests with answers, and activity sheets are included. ldi (670 pages, $29.50)

University of Texas at Austin
Extension Instruction and
Materials Center
Customer Service
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716
(800) 252-3461 (in TX)

Tools for Transition: Preparing Students with Learning Disabilities for Postsecondary Education
Aune, E. P., & Ness, J. E. (1991).
Circle Pines, MN: American Guidance Service.

Applicable to high school juniors, seniors, and students in transitional programs or community colleges, this curriculum helps students with learning disabilities assess their learning styles, interests, and career goals. It consists of two handbooks for both teacher and students and a videotape that can be used for role playing. It is divided into study units on understanding learning styles, developing effective study strategies, planning for and requesting accommodations in school, self-advocacy, investigating career interests, developing interpersonal skills, and choosing and applying for a postsecondary education. Interactive exercises on master sheets, designed to be copied and distributed to all students, are also included. cdb (Complete program, $99.95; student workbook, $5.50)

American Guidance Service
4201 Woodland Road
Circle Pines, MN 55014-9989
(800) 247-5053 (in MN)
(800) 328-2560

Work Force Literacy Skills for Jobs 2000
Margulies, S. (1990).
New York, NY: Educational Design Inc.

This series offers remedial reading skill texts on job-related topics to introduce students to the reading and communication skills required in the world of work. Book 1 is targeted to middle school and junior high students with slight to moderate reading difficulties as well as high school and adult learners with major reading difficulties. Book 2 is aimed at the high school or adult learner about to enter the job market. Fourteen reading/communication skills necessary for successful employment and the instruction for those skills have been targeted. sck (192 pages, $13.10)

Educational Design Inc.
47 W. 13 Street
New York, NY 10114
(212) 255-7900
(800) 221-9372

Working Skills for a New Age
Bailey, L. (1990).
Albany, NY: Delmar Publishers, Inc.

Written with an awareness of the changes that are taking place in both the work place and the nation's schools, this book was developed for use as a high school-level text in work experience programs (including cooperative vocational education, work-study programs, pre-employment training, and career or consumer education). Major sections cover preparing for work, working on the job, career planning, success skills, managing money, and independent living. At least two "What Would You Do?" features are included in each chapter to stimulate thinking and discussion; many pose ethical questions that can be used to help students ponder and clarify their values. Also available are an optional student activity workbook, a teacher's annotated edition and resource package, a set of transparencies, videos, and separate teacher's guide and microtest software. sck (444 pages, $19.95)

Delmar Publishers, Inc.
Two Computer Drive West
Albany, NY 12212
(800) 347-7707

INTERAGENCY COORDINATION AND COMMUNITY INVOLVEMENT

Designing Community-Based Instruction (Research Brief for Teachers, T4)
ERIC/OSEP Special Project. (1991).
Reston, VA: Council for Exceptional Children.

Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Based on a manual developed by the Improving Community-Based Instruction Project at the University of Utah, this describes methods of developing instructional programs to improve the effectiveness of community-based instruction for secondary students with severe disabilities. sck (4 pages, $1.00)

Interagency Planning for Transition: Quality Standards for Improvement
Institute on Community Integration et al. (1990, July).
St. Paul: University of Minnesota.

Institute on Community Integration
University of Minnesota
6 Pattee Hall
150 Pillsbury Drive, SE
Minneapolis, MN 55455
(612) 624-4848

During the Spring of 1990, a group of fourteen professionals representing a number of Minnesota's Community Transition Interagency Committees met to identify criteria necessary to effective interagency planning. This document is a practical self-assessment tool to address quality standards and indicators to guide interagency planning for transition through local community committees. It includes instructions for use of the forms and procedures, reproducible assessment forms, specific standards and indicators, and references. Other states' interagency committees may use this as a model. jeb (36 pages, $3.00)

An Interagency Venture: Transitioning for People with Moderate and Severe Disabilities
Steele, P., Strang, L., Burrows, R., Kiburz, P., Vincent, P., & Sitlington, P. (Eds.). (1990, October).
Des Moines: Iowa Department of Education.

Iowa Department of Education
Bureau of Special Education
Patricia L. Sitlington
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176

A school-to-work transition model emphasizing interagency coordination for individuals with moderate and severe disabilities is presented in this handbook prepared by a project sponsored by a grant from the Iowa Department of Education, Bureau of Special Education.

Included in the handbook is an overview of the importance of community-based employment and the

specific transition planning sequence that emerged as a result of project activities; the roles of the school, area education agency personnel, parent, individual, employer, and each adult service provider in the process; program implementation methods, with and without initial outside funding; positive and negative experiences of the project; and student employment outcomes. sck (100 pages, no charge)

Let's Get Together: A Handbook in Support of Building Relationships Between Individuals with Developmental Disabilities and Their Community
Collins-Arsenault, C. (1990, September).
Boulder, CO: Developmental Disabilities Center.

This book emphasizes practical techniques and creative examples for building relationships between individuals with developmental disabilities and their community. It is intended to be used as a personal guidebook for individual families; as a reference book for specific information (MAPS, Circle of Friends); by a parent support group; by professionals serving people with disabilities; in conjunction with formal workshops organized by agencies or schools; and/or by any person wishing to expand community participation for themselves or others. sck (66 pages, $10.00 includes shipping/handling/tax; if nonprofit, please list the tax exempt number)

Developmental Disabilities Center
Attn: Publications Department
1343 Iris Avenue
Boulder, CO 80304-2226
(303) 441-1090

Linking Schools with Human Service Agencies
Ascher, C. (1990, February).
New York, NY: ERIC Clearinghouse on Urban Education.

The importance of coordinated service delivery to students and their families is the focus of this digest. Common barriers to collaboration are addressed. Recommendations for educators seeking to develop collaborative links with other service providers to meet the needs of K-12 students are included. mcw (2 pages, no charge)

ERIC Clearinghouse on Urban Education
Teachers College
Columbia University, Box 40
New York, NY 10027
(212) 678-3433

A New Way of Thinking
Governor's Planning Council on Developmental Disabilities. (1988).
St. Paul, MN: Author.

This is a national award-winning videotape about the importance of community integration for individuals

Governor's Planning Council on Developmental Disabilities
Minnesota State Planning Agency
300 Centennial Office Building
658 Cedar Street
St. Paul, MN 55155
(612) 296-9963

with severe disabilities. The tape is divided into four segments focusing on early family support, education of individuals with developmental disabilities, transition from school to employment, and supported living arrangements. Each topic features an individual who has participated in local community-based programs and services and who is successfully integrated into the community. It is designed as a means of promoting a positive attitude toward people with disabilities and effective service strategies. ldi (Available on VHS 1/2", 3/4", and Beta for free loan or $30.00 purchase and shipping price)

Quality of Life for Persons with Disabilities: Skill Development and Transitions Across Life Stages
Weisgerber, R. A. (1991, April).
Frederick, MD: Aspen Publishers.

Aspen Publishers
7201 McKinney Circle
P.O. Box 990
Frederick, MD 21701-9782
(800) 638-8437

Taking a comprehensive look at providing services to persons with disabilities, this book emphasizes continuity and shared purpose among service providers, with special attention to points of transition across four life stages, as well as teaching employability and daily living skills. A summary of contents includes disability and the concept of quality of life, supporting the developing child, educating the individual with disabilities, entering and advancing in the working world, and retirement and disability. cdb (224 pages, $38.00)

School-College Collaborations: A Strategy for Helping Low-Income Minorities (Urban Diversity Series No. 98)
Ascher, C. (1988, December).
New York, NY: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University.

ERIC Clearinghouse on Urban Education
Teachers College
Columbia University, Box 40
New York, NY 10027
(212) 678-3433

Collaborations between schools and colleges are a recent way to help urban and minority disadvantaged students make the high school to college transition. This monograph takes a sober look at the collaboratives that are currently operating around the country and provides a thorough review of the growing body of literature evaluating the process. Recognizing that collaboratives can provide disadvantaged students with the bridge they need to get from high school to college, the monograph examines their structure and funding. Using the experiences of specific collaboratives, it describes the roles and activities of both public schools and colleges to help indicate which are most effective and efficient and to identify

the pitfalls that can sabotage the partnership. The monograph is designed for policymakers and administrators interested in forming or joining a collaborative or simply learning more about the process. An extensive reference list is included. sck (34 pages, $8.00)

Transition from School to Work for Handicapped Students: A Guide for Community Interagency Coordination (rev. ed.)
Remley, T. P., & Funderburg, C. F. (1989, Summer). Mississippi State: Mississippi State University.

National Clearing House of Rehabilitation Training Materials
816 W. Sixth Street
Oklahoma State University
Stillwater, OK 74078
(405) 624-7650

A federally funded interagency planning project, Project HIRED developed a K-adult transition model with the assistance of special educators, agency personnel, and service providers. This guide discusses each of the components of the HIRED model necessary for the successful transition of students who are disabled from school to work as well as the responsibilities of all personnel involved in the process. These components include (1) functional interagency individualized plans for students who are disabled, (2) vocational/career assessment, (3) functional life skills curriculum for special education, (4) vocational education and training, (5) work adjustment/work experience, (6) job placement and supported employment, (7) parent and consumer training and support, and alternative living arrangements and community access. This resource also includes a glossary; information on agencies for transition services, special education services, vocational education services, and vocational rehabilitation state agencies; life-centered career education competencies and subcompetencies for instruction, educational life skills assessment and planning form; references; and a bibliography. jeb (83 pages, $8.50)

A Waiting Work Force Ready, Willing, and Disabled
Center on Education and Training for Employment. (1990).
Columbus, OH: Author.

Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210
(614) 292-4353
(800) 848-4815

This twenty-five minute video discusses the roles of school and agency personnel as they cooperatively transition youth from school to work. Parents, employers, and persons with disabilities are interviewed as well as school and agency personnel on successful components of the school-to-work transition. ldi ($30.00)

What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services
Melaville, A. I., & Blank, M. J. (1991, January). Washington, DC: Education and Human Services Consortium.

This monograph is aimed at state and local education; human services policymakers, administrators, and practitioners; and examines why schools, health and welfare agencies, youth services agencies, community-based organizations, and others must collaborate on behalf of children and families. Guidance is offered on how to do so effectively. The monograph contains an assessment of current needs for support services; a description of five variables that strongly influence interagency partnerships and selected interagency initiatives; and a working tool for use in interagency partnerships, local needs assessments, and workshops. Appendices list program descriptions and contact information, resources for additional information and assistance, and suggestions for further reading. jeb (55 pages, $3.00)

Education and Human Services Consortium
Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036-5541
(202) 822-8405

LEGISLATION AND POLICY STUDIES

Access to 504
Heyward, Lawton, & Associates, Ltd. (1990, October).
Atlanta, GA: Author.

Heyward, Lawton, and Associates, Ltd.
P.O. Box 1436
Atlanta, GA 30301
(404) 636-8485
(800) 525-9220

This is a software program designed to provide the language and basic principles on the regulations implementing Section 504 of the Rehabilitation Act of 1973. Through a topical index, key word index, or section number index, the program provides access to language and regulatory principles applied to hypothetical real-life situations as interpreted by the courts and the Office for Civil Rights. sck (The complete package, including the disc and the total reference guide (i.e., 300 pages) costs $500.00. The disc alone is $150.00, and each of the three individual sections cost $95.00.)

The Americans with Disabilities Act: From Policy to Practice
West, J. (Ed.). (1991).
New York, NY: Milbank Memorial Fund.

Milbank Memorial Fund
1 E. 75th Street
New York, NY 10021
(212) 570-4800

This book provides the essentials for those concerned about the implementation of the Americans with Disabilities Act (ADA). It is a resource for small and large employers; business and industry; local, state, and federal officials; persons with disabilities; agencies that provide services for persons with disabilities; journalists; researchers; public policy analysts; and those involved in technical assistance.

A description and analysis of the law's requirements is presented, as well as a synthesis of research and experience that promote its effective implementation. Articles discuss the history of the ADA and how to make it effective in telecommunications, employment, public accommodations, and transportation. Other articles address how assistive technology and provisions in the tax code can help to achieve the goals of the ADA. sck (360 pages, $8.95)

The Americans with Disabilities Act of 1990: A Guide to Compliance
Brown, S. J., & Bass, A. S. (1990, September). Washington, DC: Arent, Fox, Kintner, Plotkin, and Kahn.

This guide provides an overview of the act as well as an in-depth look at major provisions and their practical implications in Title I. Prohibitions on Employment Discrimination Against Disabled Persons and Title III. Prohibitions on Discrimination Against Disabled Individuals in Public Accommodations and Services Operated by Private Entities. It discusses miscellaneous provisions and includes definitions for such terms as employer, disability, qualified, public accommodation, and discrimination. jeb (10 pages, no charge)

Arent, Fox, Kintner, Plotkin, and Kahn
Attention: Christine Mansfield
1050 Connecticut Avenue, NW
Washington, DC 20036-5339
(202) 857-6484

The AVA Guide to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990
American Vocational Association. (1990). Alexandria, VA: Author.

This document is designed as a reference and planning tool to help professionals understand and implement the 1990 Carl Perkins Act. The guide is divided into three main sections: (1) a synopsis of the entire act, providing a general overview of each of the major titles, (2) an expert analysis of each element of significant change from the 1984 Carl Perkins Act to the new 1990 Act (eliminating those sections with only minor changes or changes not relevant to the field in general), and (3) the new law in its entirety, carefully integrating the sections of the 1984 Act that are simply referenced in the text of the new 1990 Act. Additionally, Appendix A contains the full transcript of Title VI, which was not included with the integration of Titles I-V. Title VI creates the Department of Correctional Education. sck (175 pages; $17.95 member, $21.95 nonmember)

American Vocational Association
Department 890 A R C D
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Beyond Rhetoric: A New American Agenda for Children and Families (Final Report of the National Commission on Children)
National Commission on Children. (1991). Washington, DC: Author.

The National Commission on Children proposes an action agenda in this report that flows from a set of guiding principles concerning children's basic needs, parents' roles and responsibilities, and society's

National Commission on Children
1111 Eighteenth Street, NW, Suite 810
Washington, DC 20036
(202) 254-3800

obligations. The commission examined issues related to health, education, social support, income security, and tax policy. The report, which focuses on the whole child as a developing individual within the context of family and community, presents strategies for strengthening families and improving opportunities for children in the form of a blueprint for national policy. It provides recommendations for ensuring income security, improving health, increasing educational attainment, supporting the transition to adulthood, strengthening and supporting families, protecting vulnerable children and their families, making policies and programs work, and creating a moral climate for children. sck (525 pages, no charge)

Case Studies for Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs
Grubb, W. N., Brown, C., Kaufman, P., & Lederer, J. (1990, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

This report is an appendix to *Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs (MDS-063).* It presents case studies of coordination efforts among vocational education, JTPA, and welfare-to-work programs in Georgia, Illinois, Massachusetts, Minnesota, Tennessee, Washington, and selected California service distribution areas (SDA's). Descriptions of various programs, their content, administration, and funding are included, with emphasis on coordination and partnerships. While they emphasize coordination that takes place at the local level, they also describe state policy related to coordination. jeb (MDS-214, 113 pages, $5.00)

Colleges and Universities: A White Paper on the Americans with Disabilities Act
Kramer, S. G., & Dorman, A. B. (1990, October).
New York, NY: Proskauer Rose Goetz & Mendelsohn.

American Council on Education
One DuPont Circle, Suite 800
Washington, DC 20036-1193
(202) 939-9310

This monograph summarizes the Americans with Disabilities Act (ADA), which prohibits discrimination against people with disabilities in the areas of private employment, public accommodations and services, transportation, and telecommunications. It focuses on

the act's implications for colleges and universities. Recipients of federal funds (including colleges and universities) are required to review policies and procedures, facilities, and programs to be sure that qualified individuals cannot be excluded from participation solely because of their disability. It includes the following sections: (1) Introduction, (2) Coverage Under the Act, (3) Private Sector Employment, (4) Public Accommodations, (5) Public Services, (6) Miscellaneous Provisions, and (7) Conclusion. jeb (35 pages, no charge)

Education Laws: A Compilation of Statutes in Effect Today (3rd ed.)
Ratzlaff, L. (1990).
Alexandria, VA: Capitol Publications

Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444 (in VA call collect)
(800) 327-7203

Designed as a reference tool for education administrators, school board members, school attorneys, students of education law, and anyone concerned with meeting the requirements of federal education law, this publication provides information on the latest laws, reauthorizations, and amendments relating to education programs. This edition contains provisions of such new laws as the Dropout Demonstration Programs, AIDS Education Law, Drug-Free Schools and Communities Act Amendment, and the 1988 Omnibus Anti-Drug Law, as well as such long-standing statutes as the 1964 Civil Rights Act, the General Education Provisions Act, the Education Department Organization Act, the Individuals with Disabilities Education Act, the Higher Education Act, and other laws that authorize programs under the jurisdiction of the U.S. Department of Education. sck (527 pages, $99.00)

The Education of Children and Youth with Special Needs: What Do the Laws Say?
Horne, R. L. (1991).
NICHCY News Digest, 1(1).

National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013
(800) 999-5599

The educational and civil rights of children and youth with disabilities are discussed in this issue of the NICHCY News Digest. Its primary focus is on the Education for All Handicapped Children Act, Public Law (P.L.) 94-142, and its subsequent amendments, P.L. 98-199, P.L. 99-457, and the Individuals with Disabilities Education Act of 1990 (P.L. 101-476). Additional federal laws, including Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), the Carl D. Perkins Vocational Education Act (P.L. 98-524), and

the Americans with Disabilities Act of 1990 (P.L. 101-336) are discussed to help readers understand the full range of potential services and rights available to children and youth with disabilities and their families. The application of state laws is also discussed. A list of resources for obtaining additional information is included. mcw (16 pages, no charge)

Final Report, Volume I: Summary of Findings and Recommendations
Wirt, J. G., Muraskin, L. D., Goodwin, D. A., & Meyer, R. H. (1989, July).
Washington, DC: U.S. Department of Education, National Assessment of Vocational Education.

ERIC Document Reproduction Service
Cincinnati Bell Information Systems Federal (CBIS/EDRS)
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
(800) 443-ERIC

This report is the first of five volumes summarizing a series of studies commissioned by the National Assessment of Vocational Education (NAVE). The purpose of this assessment was to provide information that would help Congress in reauthorizing federal vocational education legislation. The study was also designed to inform educators and policymakers at all levels about the size, scope, organization, and effectiveness of vocational training and the relationship between federal vocational education policy and local practice. The status of vocational education at the secondary and postsecondary level is examined. The federal role in vocational education and policy recommendations are discussed.

Based on the analysis of the status of secondary vocational education, NAVE has identified six primary objectives for federal policy: (1) revise and rebuild the high school vocational curriculum to upgrade skill levels, (2) integrate high school academic and vocational curricula, (3) accelerate the education of at-risk students, (4) expand efforts to place students in good jobs, (5) improve linkages between secondary and postsecondary training, and (6) raise the quality of vocational programs in schools with high concentrations of poor and low achieving students.

With regard to postsecondary vocational education, NAVE recommends that states use the Perkins Act funds to develop a system of performance-based incentives keyed to three areas of performance: educational attainment, occupational competencies, and labor market outcomes. They recommend that performance incentives replace the current emphasis in inputs and process in the Perkins Act with financial incentives based on student outcomes. mcw (145 pages, no charge)

Final Report, Volume IV: Postsecondary Vocational Education
Goodwin, D. (1989).
Washington, DC: U.S. Department of Education, National Assessment of Vocational Education.

ERIC Document Reproduction Service
Cincinnati Bell Information Systems Federal (CBIS/EDRS)
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
(800) 443-ERIC

Postsecondary vocational education, which pays off in economic terms through likelihood of employment and higher wages, is a growing enterprise with a total of 4.3 million students. The major problem facing postsecondary vocational education is that many students do not stay in school long enough to receive in-depth training. Noncompletions and limited course-taking are identified as serious problems for all groups of students, particularly for special population groups. It recommends that federal policy in postsecondary vocational education have three major goals: (1) improve rates of program completion and placement, (2) provide special assistance to at-risk populations, and (3) improve the transition from secondary to postsecondary vocational education. To achieve these goals, National Assessment of Vocational Calculations (NAVE) recommends utilizing resources provided by the Perkins Act for state-level development of indicators to measure the performance of postsecondary vocational institutions in the area of labor market outcomes, learning outcomes, and educational attainment, with federal funds to be allocated on the basis of performance, including creation of extra incentives to improve outcomes for students at risk. mcw (129 pages, no charge)

Handicapped Requirements Handbook
Federal Programs Advisory Service (current).
Washington, DC: Thompson Publishing Group.

Thompson Publishing Group
Subscription Service Center
1725 N. Salisbury Boulevard
Salisbury, MD 21801
(800) 424-2959

The most up-to-date compliance and technical information available on section 504 is available through a reference service that compiles all relevant employment accommodations forms, standards for accessibility, self-evaluation tools, regulations, laws, and court decisions. Designed as a research, reference, and problem-solving tool, the reference service subscription consists of five separate components. (1) A two-volume handbook summarizes and interprets government-wide rules under section 504. The handbook also contains all the regulations, statutes, and agency interpretations needed, and a section on court cases that provides the most current, reliable coverage of legal developments in the field. (2) A monthly newsletter covers all federal developments, plus extras like funding sources for programs and

projects for people who are disabled, news on state activities, analyses of major court decisions, and technical assistance updates. (3) Page updates are mailed monthly, making certain information is always current and complete. Updates include changes in the "how-to-do-it" text, practical aids and tools, regulations of federal agencies, and abstracts of court actions under the Rehabilitation Act. (4) Optional individual agency chapters (for the twenty-two federal agencies that have issued rules under section 504) provide the specifics needed on agency requirements for civil rights for people who are disabled. All agency chapter subscribers receive semi-annual updates on actions taken by federal funding agencies. (5) A telephone "Hotline" is a free service provided for questions or problems on complying with section 504 requirements. sck ($152.00, one year subscription)

Job Training Partnership Act: Youth Participant Characteristics, Services, and Outcomes
U.S. General Accounting Office. (1990, January). Gaithersburg, MD: Author.

U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20877
(202) 275-6241

Identified in this report are five factors that make it more likely for Job Training Partnership Act (JTPA) participants to experience difficulty in the labor market—being a dropout, a member of a minority group, on welfare, a single parent with a dependent child, or without recent work experience. Generally, the more of these characteristics youth have, the greater are their needs for services to assist them in finding and maintaining employment. Out-of-school youth, the focus of this report, comprise sixty-four percent of JTPA youth participants. The services they receive and the outcomes they experience differ significantly from those for in-school youth.

The researchers found that program resources are not being directed to those out-of-school youth who are less job ready and presumably have the greatest need. JTPA requires that services be provided "to those who can benefit from and who are most in need of" such services but does not further define this requirement. The report finds that although JTPA serves youth with a wide variety of characteristics that may reduce their ability to gain employment, it does not target those most in need. sck (56 pages; single copy no charge, additional copies $2.00)

The Legal and Fiscal Disjunction Between the Carl Perkins Vocational Education Act and the Job Training Partnership Act (Monograph Series #89-02)
Brustein, M., & National Association of State Directors of Vocational Education. (1989, February).
Washington, DC: National Commission for Employment Policy.

National Commission for Employment Policy
Public Affairs Office
1522 K Street, NW, Suite 300
Washington, DC 20005
(202) 724-1545

This paper was prepared for the National Commission on Employment Policy to identify specific barriers relating to information dissemination, matching, excess costs and definitions that impede coordination; to recommend specific steps that Congress should consider in amending the programs; and to set forth the results of a survey questionnaire mailed to the field. Coordination between programs funded by the Carl Perkins Vocational Act and the Job Training Partnership Act on behalf of the disadvantaged which leads to greater efficiency and better results for this population is desirable. Upon reviewing both federal laws in 1989, Congress should thoroughly examine the inconsistent rules, policies, and audit practices to ensure that unnecessary impediments to coordination are removed. (88 pages, no charge)

Making the Workplace Accessible: Guidelines, Costs and Resources
Rumpel, F. (Ed.). (1990, September).
Washington, DC: Mainstream, Inc.

Mainstream, Inc.
3 Bethesda Metro Center,
Suite 830
Bethesda, MD 20814
(301) 654-2400 (Voice/TDD)

This was developed as a response to employer questions regarding the physical workplace accessibility as mandated by the Americans With Disabilities Act (ADA) of 1990. It is available separately or as a part of the publisher's ADA Management Kit which includes *Planning Reasonable Accommodations: A Cost-Effective Approach in a Legal Framework* booklet and a year's subscription to the *In the Mainstream* bimonthly newsletter. A discussion is included of such terms as readily achievable, readily accessible to and usable by, and undue hardship. It discusses the issue of cost-effectiveness and delineates the following: (1) understanding how to apply accessibility design criteria specified in laws and regulations, (2) understanding job functions, (3) utilizing creative space management, and (4) establishing priorities. A basic accessibility checklist with fourteen major topics, a list of resources, and selected sections from Titles I and III of the Act can also be found. jeb (15 pages; $4.95, ADA Management Kit, $39.95)

Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs
Grubb, W. N., Brown, C., Kaufman, P., & Lederer, J. (1990, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

This report to Congress, the Secretary of Education, and the Secretary of Labor presents an overview of the status of coordination among job-related training and vocational education programs, with emphasis on issues concerning duplication of effort, competition among programs, and effectiveness of programs. Because of the growing importance of welfare-to-work programs in vocational education and job training systems, the publication also examines the ways in which emerging welfare programs have been collaborating with educational institutions and existing job training programs. The report describes selected local initiatives, state policies, welfare-to-work programs, and federal policy. Fundamental questions are raised about the future of coordination efforts. The analysis is based on case studies of six states, a sampling of California programs, and eight comprehensive community studies. The appendix, *Case Studies for Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs* (MDS-214), available separately, discusses these programs in detail. The former document includes a list of references. jeb (MDS-063, 75 pages, $4.75)

School-to-Work Transition Services for Disadvantaged Youth Enrolled in Vocational Education
Reisner, E. R., & Balasubramaniam, M. (1989, March).
Washington, DC: U.S. Department of Education, National Assessment of Vocational Education.

U.S. Department of Education
Office of Vocational and Adult Education
400 Maryland Avenue, SW
Washington, DC 20202-7241
(202) 205-8981

Conducted as part of the National Assessment of Vocational Education, this study is intended to contribute to the development of federal strategies for improving the delivery of transition services to disadvantaged students enrolled in vocational education. Two important issues are examined: (1) the circumstances underlying the school-to-work transition problems of disadvantaged youth, and (2) strategies that school systems have adopted.

Problems that limit the disadvantaged youth's labor market success are discussed in the study. Four school districts offering services to transition-related problems were also studied. To encourage more successful school-to-work transitions, while accommodating current diversity in local circumstances and preferences, the study suggests that federal vocational education programming adopt a new priority on improving linkages between disadvantaged youth and employers. Program components identified as playing key roles in encouraging the creation of employer linkages with disadvantaged youth include early intervention, availability of tutors, mentors, and advocates, supervised work experience, and placement assistance. ztb (64 pages, no charge)

Senate Bill 543: The Job Training Partnership Act Youth Employment Amendments of 1989 (Statement Before the Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate) (GAO/T-HRD-87-2)
Gainer, W. J. (1989, May).
Washington, DC: U.S. General Accounting Office.

U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20877
(202) 275-6241

Senate Bill 543 would make changes to both the adult and youth titles of the Job Training Partnership Act (JTPA). This testimony highlights five areas of proposed change. (1) Better targeting of resources would require a clear definition of the term "hard to serve" and the establishment of a performance standard for measuring service to that group. (2) Basic skills training for JTPA participants is emphasized with a suggestion that Congress consider requiring local programs to not only assess the need for such training but insure that it is also made available. (3) In the area of long-term training and placements, the General Accounting Office (GAO) suggests the bill be modified to emphasize long-term training in moderate or high skill occupations. This emphasis, coupled with the performance standard proposed by the bill, should contribute to the goal of long-term placements. (4) Consistent and reliable data is needed. GAO suggests that S.B. 543 include a provision that certain data needed for program management and oversight be collected and reported. (5) Regarding increased support services, GAO believes the current legislation gives service delivery areas sufficient flexibility in this area and recommends that Congress be cautious in increasing funding for support services because this could result in JTPA's current successful emphasis on training being altered. (16 pages, no charge)

Shortchanging the Workforce: The Job Training Partnership Act and the Overselling of Privatized Training
Donahue, J. D. (1989).
Washington, DC: Economic Policy Institute.

Economic Policy Institute
1730 Rhode Island Avenue, NW, Suite 812
Washington, DC 20036
(202) 775-8810

This document presents an analysis of the Job Training Partnership Act (JTPA) and its impact on the workforce. An overview of the act is presented followed by an examination of its training program outcomes. The author concludes that there is no compelling evidence that JTPA makes much difference for the pattern of employment, earnings, and productive capacity of the American workforce. ztb (40 pages, $8.00)

Thirteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act
Division of Innovation and Development, Office of Special Education Programs, U.S. Office of Special Education and Rehabilitative Services. (1991).
Washington, DC: Author.

U.S. Department of Education
Office of Special Education Programs
Mail Stop 2651, Switzer Building
400 Maryland Avenue, SW
Washington, DC 20202-2641
(202) 732-1007

This report provides a description of our nation's progress in providing a free appropriate public education for all children with disabilities as mandated by the Individuals with Disabilities Education Act (IDEA). The first chapter of this document provides national statistics on numbers of children receiving special education and related services, numbers of children with disabilities receiving special education in various settings, the exiting status of special education students, and the numbers of school personnel available and needed to provide such services as reported by the Office of Special Education Programs. Early childhood activities are the focus of chapter two which discusses the implementation of Part H of IDEA that is designed to improve early intervention services for infants and toddlers with disabilities and their families. A second focus of the chapter is Section 619 which contains incentives for states to serve more three- to five-year old children with disabilities and also describes some discretionary grant activities related to children under age five. Chapter three describes the findings of a national study of separate day and residential facilities that serve children and youth with disabilities. Chapter four includes the provision of financial assistance to state and local educational agencies through formula and discretionary grant programs and federal efforts to review and monitor state policies. Numerous data tables are listed. jeb (167 pages, no charge)

Transition Policies Affecting Services to Youth with Serious Emotional Disabilities
Koroloff, N., & Modrcin, M. (1989, September).
Portland, OR: Portland State University, Research and Training Center.

This monograph examines how state-level transition policies can facilitate transitions from the child service system to the adult service system. The elements of a comprehensive transition policy are described. Transition policies from seventeen states are included. ldi (201 pages, $8.50)

Research and Training Center
Regional Research Institute
for Human Services
Publications Coordinator
Portland State University
P.O. Box 751
Portland, OR 97207-0751
(503) 725-4040

Understanding P.L. 101-392: A Manual for the New Vocational Education Amendments
Kober, N. (1990, October).
Arlington, VA: American Association of School Administrators.

Designed to help school administrators, teachers, state employees, community college personnel, and others concerned about vocational education, this manual contains all essential information about the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. It reviews, explains, and analyzes the key provisions of the Perkins Act, as revised by Public Law 101-392.

Organized in two parts, Part 1 gives a general overview of the Perkins Act, outlining its (1) significance, (2) major themes, (3) legislative history, and (4) organization and format. Part 2 contains the act's specific provisions, topic by topic. Using lay language, charts, and tables, Part 2 recapitulates the law's essential provisions, explains their significance, analyzes differences from prior law, and decodes unfamiliar terms and references. Each topic is numbered for easy cross reference and divided into subtopics. Individual provisions are marked to show whether they are new, revised from prior law, or similar to or the same as prior law. A glossary is provided explaining common acronyms, abbreviations, and terms used throughout the text. sck (104 pages, $23.50 includes shipping and handling)

American Association of
School Administrators
1801 N. Moore Street
Arlington, VA 22209-9988
(703) 875-0717

Vocational Education-Job Training Partnership Act Coordination (ERIC Digest No. 68)
Naylor, M. (1988).
Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

This ERIC Digest reviews the barriers to coordination between vocational education and Job Training Partnership Act (JTPA) programs, strategies for overcoming them, the overall status of joint planning and coordination, and the results that can be obtained once the barriers to cooperative planning have been overcome. mcw (2 pages, no charge)

ERIC Clearinghouse on
Adult, Career, and
Vocational Education
Center on Education and
Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) ~~486-3655~~ (in OH, AK, HI)
(800) 848-4815

292.d353

Working It Out: An Anthology of State and Local Performance Management Strategies Designed to Increase Service to Youth at Risk of Chronic Unemployment
U.S. Department of Labor, Region V, Youth Performance Management Task Force. (1989, February).
Waltham, MA: Brandeis University, Center for Human Resources, The Heller School.

This resource guide on state and local JTPA performance management options was assembled to help states and localities take advantage of the new federal initiatives to increase services to at-risk youth. Drawing on the experiences of state and local practitioners from the states in the Department of Labor's Region V, the guide identifies ways in which states can expand and improve services to youth through such key state level policy actions as selecting and setting performance standards, establishing incentive policies, increasing coordination among youth-serving agencies, making effective use of discretionary grants, and providing technical assistance.

Based on options from service delivery areas (SDA's) and program operators in Region V, the guide also provides best practices and policy guidance for the local level on the following issues: definitions of at-risk youth and employability, multitiered service delivery systems, youth centered, competency based program designs, contracting methods to encourage high performance, and effective use of RFPs. mcw (57 pages, no charge)

Center for Human Resources
The Heller Graduate School
Brandeis University
60 Turner Street
P.O. Box 9110
Waltham, MA 02254-9110
(617) 736-3770
(800) 343-4705

Working It Out: An Anthology of State and Local Performance Management Strategies Designed to Increase Service to Youth at Risk of Chronic Unemployment. (Options Papers and Sample Policies)
U.S. Department of Labor, Region V, Youth Performance Management Task Force. (1989, February).
Waltham, MA: Brandeis University, Center for Human Resources, The Heller Grdauate School.

This volume was prepared as a supplement to *Working it Out*, a resource guide on state and local JTPA performance management options designed to increase services to at-risk youth. Two types of materials are presented in this supplement and are organized by state: (1) option papers developed by task force members on selected issues involved in increasing services to youth and (2) copies of specific policy and performance management documents that have been developed by states and localities in Region V and are currently in use. The reader is referred back to the primary Task Force document for a more complete discussion of the performance management options available for increasing and improving services to youth. (236 pages, $20.00/single)

Center for Human Resources
The Heller Graduate School
Brandeis University
60 Turner Street
P.O. Box 9110
Waltham, MA 02254-9110
(617) 736-3770
(800) 343-4705

PARENTAL INVOLVEMENT

Building Bridges: Strategies for Parent-Professional Collaboration Training for Transition
Dick, M. A., Moulin, L., Pellegrini, S., & Traub, J. (1988).
Sacramento, CA: Resources in Special Education.

Resources in Special Education
650 Howe Avenue, Suite 300
Sacramento, CA 95825
(916) 641-5925

This manual lists effective strategies for parent-professional collaborative training for transition of individuals with special needs. The strategies were developed by surveying fifty identified training programs. The accompanying research report includes a review of the literature, research methodology, and contact information for training programs surveyed across the nation. sck (50 pages, $10.00)

Coming of Age: A Parent's Guide to Supported Employment and Transition from School to Work
James-Manus, T. (1989).
Raleigh, NC: Employment Opportunities, Inc.

Employment Opportunities, Inc.
3509 Haworth Drive,
Suite 402
Raleigh, NC 27609
(919) 782-8346

This parent handbook on supported employment and transition issues lists the roles of parents in the transition from school to work and discusses possible roles of parents in supported employment. Also included is information on futures planning issues such as estate planning and government benefits. cdb ($14.00)

Disability and the Family: A Guide to Decisions for Adulthood
Turnbull, H. R. III, Turnbull, A. P., Bronicki, G. J., Summers, J. A., & Roeder-Gordon, C. (1988, September).
Baltimore, MD: Paul H. Brookes Publishing.

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285-0624
(301) 337-9580 (in MD)
(800) 638-3775

The important role of consent and choice in planning for the future of persons with disabilities and their families is described in this book which presents a plan that respects individual choices and takes into account the social, leisure, residential, and vocational options that are available. Also included are clear definitions of legal and financial terms, listings of support groups, a preference checklist to help in developing real-life choices, and helpful appendices. sck (432 pages, $29.00)

Discover the Possibilities
PEAK Parent Center. (n.d.).
Colorado Springs, CO: Author.

This guide includes nonthreatening ways to inform parents and educators about integrating disabled children in school and community life. Funded by the Colorado Education Department, it provides concrete tips for training sessions for parents, general educators, and lay people. sck (174 pages, $14.50)

PEAK Parent Center
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400

Improving Social Skills: A Guide for Teenagers, Young Adults, and Parents
Sturomski, N., Myer, L. M., Trivelli, L. U., & Rooney, J. (1989, December).
Washington, DC: Interstate Research Associates, Inc.

This curriculum was developed by Interstate Research Associates through a three-year grant from the National Institute on Disability and Rehabilitation Research, U.S. Department of Education, and contains strategies for families of children with learning disabilities to help remediate their children's social skills deficits. The goal is to provide young adults with learning disabilities and their parents with a guide for learning and teaching needed social skills. The chapters are intended to assist parents and their young adults in teaching and learning the social skills necessary for leading an independent life. The first six chapters deal with basic, yet specific, social skills. Chapter 1 discusses how surroundings affect behavior and how changes can be made in the home and community environment to help the young adult succeed. Chapter 2 discusses communication skills necessary for success. Chapter 3 deals with understanding yourself and making decisions. Chapter 4 offers suggestions on following directions. Chapter 5 focuses on solving problems. Mechanisms for coping with frustration and conflict are presented in Chapter 6. The final two chapters are intended as extensions and applications for the first six: Chapter 7 discusses investigating employment opportunities, and Chapter 8 looks at investigating options for after high school. Interspersed in the units are actual interviews of other learning disabled young adults who have faced and overcome problems in the specific social area. sck (103 pages, no charge while supply lasts)

NICHCY
Learning Disabilities Project
P.O. Box 1492
Washington, DC 20013
(703) 893-6061 (local)
(800) 999-5599

Opportunity Knocking: The Story of Supported Employment
PACER Center. (1988).
Minneapolis, MN: Author.

PACER Center
4826 Chicago Avenue, South
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice/TDD)
(800) 53PACER

Designed especially for parents, this booklet explains how supported employment programs work and provides answers to many questions asked by parents. It includes federal regulations and directories of appropriate service agencies for adults. sck ($6.00, no charge to Minnesota parents of children with disabilities)

Parent Primer: Secondary Programs for Students with Severe Disabilities
Slovic, R., Ferguson, P., Lynch, B., & Wilcox, B. (1988).
Eugene, OR: Parents' Graduation Alliance.

Parents' Graduation Alliance
1791 Alder Street
Eugene, OR 97403
(503) 346-5311

This publication is for parents who wish to be involved in their adolescent's transition program and focuses on components of quality high school programs, including integration, age-appropriate programming, community-based curriculum, futures orientation, comprehensive coverage of adult life issues, opportunities for parent involvement, and documented effectiveness. The importance of parent involvement during the individual education plan (IEP) process, transition planning, and monitoring and advocacy is also emphasized. cdb ($5.00)

A Reference Manual for Parent Training About Supported Employment (3rd ed.)
The Supported Employment Parent Training Technical Assistance (SEPT/TA) Project. (Comp.). (1990).
Minneapolis, MN: PACER Center.

PACER Center
4826 Chicago Avenue, South
Minneapolis, MN 55417-1055
(612) 827-2966

The third edition of the manual is comprised of an annotated bibliography of journal articles, manuscripts, books, audiovisual materials, and a listing of some of the parent training projects which have developed workshops and resources for parent training about supported employment. Resources for parent training, supported employment, transition, and planning for the future are included in the manual as well as an appendix containing a state-by-state parent training resource list, newsletters, and journals. Designed to serve as a valuable tool in developing and expanding parent training efforts concerning supported employment is its focus. sck (135 pages, no charge)

Strengthening Skills for Success: A Manual to Help Parents Support their Psychiatrically Disabled Youth's Community Employment
Cook, J., Jonikas, J., & Solomon, M. (1989).
Chicago, IL: Thresholds National Research and Training Center.

This manual offers concrete suggestions and advice for parents who want to support their child's vocational aspirations. Adolescent and work issues covered include those related to job hunting, starting a new job, leaving a job, social skills, and stress management on the job. It focuses on helping parents to feel better informed and more self-efficacious, regardless of whether or not their child is able to maintain community employment. The intended audience is parents and educators, as well as mental health consumers and professionals. cdb (74 pages, $5.50)

Thresholds National Research and Training Center on Rehabilitation and Mental Illness
561 W. Diversey Parkway, Suite 210-A
Chicago, IL 60614
(312) 348-5522

Supported Employment: A Guide for Families
Giele, J., Bateman, D., Turnbull, A., & Turnbull, H. R. (1991).
Lawrence: University of Kansas, Beach Center on Families and Disability.

Written specifically for families, this booklet includes descriptive information about supported employment and compares it to employment in sheltered workshops. Family experiences, feelings, and questions are presented through personal accounts. cdb ($3.00, 23 pages)

Beach Center on Families and Disability
University of Kansas
3111 Haworth Hall
Lawrence, KS 66045
(913) 864-7600

Transition Planning: Creating Positive Futures for Students with Disabilities
Sample, P., Spencer, K., & Bean, G. (1990).
Fort Collins: Colorado State University.

Transition planning is presented as a five-step process in this manual for students, parents, educators, and adult service providers. Sections describing this process revolve around these questions: (1) What are the dreams for the student after leaving school? (2) What is the student able to do now? (3) What does the student need? (4) What is the student going to do this year? and (5) Who, what, when, where, and how? To facilitate the transition process and keep all players on track, recommended readings, sample materials for planning and documentation, and a transition-planning timeline are included. cdb ($5.00, $5.15 in Colorado)

Transition Services
Department of Occupational Therapy
Colorado State University
Fort Collins, CO 80523
(303) 491-5930

The Young Person with Down Syndrome: Transition from Adolescence to Adulthood
Pueschel, S. M. (Ed.). (1988).
Baltimore, MD: Paul H. Brookes Publishing.

This book is a resource for families who are developing expectations for their adolescent's adult years. Focusing on youth and young adults with Down syndrome, issues of "letting go," friendship, recreation, employment, continuing education, independent living, and sexuality are discussed with emphasis on the transition to an adult lifestyle. sck (256 pages, $21.00)

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285-0624
(301) 337-9580 (in MD)
(800) 638-3775 (out of state)

EDUCATIONAL PLACEMENT AND JOB PLACEMENT

Campus Opportunities for Students with Learning Differences (1991-92) (2nd ed.)
Crooker, J. M. (1991).
Alexandria, VA: Octameron Associates.

Octameron Associates
P.O. Box 3437
Alexandria, VA 22302
(703) 836-5480

This booklet addresses high school students with learning disabilities (which the author calls "difficulties") and their parents as they take necessary steps in secondary school years to be ready to apply for college. Direct suggestions are interlaced with anecdotes and quotations from students with disabilities. The booklet offers organizational tips on notetaking, strategies for handling class preparations and tests, and a partial list of summer transition programs appropriate for some high school students between their senior year and first year in college. Although not exhaustive in listing resources, some useful reference books, related organizations, and hard/software are included. sck (36 pages, $3.00)

College: The Basics
National Center for Postsecondary Governance and Finance. (1990).
College Park, MD: Author.

National Center for Postsecondary Governance and Finance
University of Maryland Foundation
Kay Gianuzzi
4114 CSS Building
College Park, MD 20742
(301) 405-5582

The series of audio tapes addresses financial aid and other key information important to students and families about the college decision. Interviews with experts address the following topics: saving for college, financial aid, ethnic and minority challenges, putting academics back in college athletics, students with disabilities, and women and college. Printed contact information on seven national organizations which can provide additional information is included. mcw ($14.95, prepaid)

Community-Based Employment Training for Persons with Severe Handicaps: The Stone Belt Center Manual for Job Developers and Job Coaches
Dever, R. B. (1989).
Bloomington, IN: The Governor's Planning Council on Developmental Disabilities.

Governor's Planning Council on Developmental Disabilities
143 W. Market, Suite 404
Indianapolis, IN 46204
(317) 232-7770

Written to help employment training staff, particularly those in supported employment programs, work with persons who are usually seen as "unemployable," or at the least, "difficult to place," this manual contains

material which emphasizes (1) the two-client approach, and (2) critical functions analysis as opposed to detailed task analyses. The manual is to be used to design and implement successful supported employment and transition systems. Numerous forms are provided. sck (80 pages, no charge)

Deaf Students and the School-to-Work Transition
Allen, T. E., Rawlings, B. W., & Schildroth, A. N. (1989).
Baltimore, MD: Paul H. Brookes Publishing.

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285-0624
(301) 337-9580 (in MD)
(800) 638-3775 (out of state)

Provides insight into the transition experience of deaf students from high school into their postsecondary careers—a transition that involves the central issue of communication, of how one receives and interprets the world. Prepared by researchers at Gallaudet University, this is based on a comprehensive study—the first of its kind—of young people with severe and profound hearing impairments as they make the transition from school to work. It includes a discussion of the laws and regulations relating to the provision of prevocational and vocational training to deaf students, examines services and the relationship between education programs and vocational rehabilitation agencies, the issue of assessment and the uses of testing for placement and tracking purposes, and provides first-person accounts of parents' perspectives on the transition process. sck (253 pages, $22.00)

Developing Self-Advocacy: A Practical Guide and Workbook for Preparing the High School Learning Disabled Student for Post-Secondary School Success
Valenti, R. A. (1989).
Columbia, MO: Hawthorne Educational Services.

Hawthorne Educational Services
P.O. Box 7570
Columbia, MO 65205
(800) 542-1673

Subtitled, *Everything the High School Learning Disabled Student Needs to Know and Wasn't Afraid to Ask*, this guide is designed to assist high school students with learning disabilities identify information and skills necessary to succeed independently in a postsecondary educational setting. It is also suitable for college students and support personnel as well. Each of the six chapters includes informational text, a summary, and a test of knowledge on the following topics: definition of terms, understanding specific learning disabilities, diagnostic testing, legal rights, transitioning to college, and skills for independent learning. cdb (89 pages, $20.00)

Digest on Youth in Transition (Vol. 2)
Harnisch, D. L., & Fisher, A. T. (1989).
Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

This document is organized to describe the available information on the incidence of disability conditions, employment and unemployment rates for youth both with and without disabilities, minority status among youth who are disabled, secondary school completion data, employment status, earnings, and quality of life measures. It provides descriptions of data examining the educational, employment, and independent living outcomes attained by youth who are disabled as they exit school and enter the workforce. The document is intended to increase public awareness of the employment and independent living outcomes for youth who are disabled. jeb (177 pages, $8.50)

Secondary Transition
Intervention Effectiveness
Institute
University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333-2325

Emerging Trends in the National Supported Employment Initiative: A Preliminary Analysis of Twenty-Seven States
Wehman, P., Kregel, J., & Shafer, M. (Eds.). (1989).
Richmond: Virginia Commonwealth University, Rehabilitation Research and Training Center.

Current and challenging information about the development of supported employment within twenty-seven states across the country is provided in this monograph. These reports supply the benchmark for evaluating future supported employment services. The data for this recent national investigation was compiled with the assistance of supported employment project directors in each of the states and includes the following aspects of supported employment: supported employment implementation in twenty-seven states (current strategies), service delivery characteristics, program development, cost issues, public policy, opportunities and challenges, and recommendations for the future. sck ($13.95, 137 pages)

Virginia Commonwealth
University
Rehabilitation Research and
Training Center
Attn: Resource Dissemination
VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

Employment for Individuals with Disabilities: What Every Job-Seeker with a Disability Needs to Know
Bragman, R. S. (1991).
Indian Rocks Beach, FL: Aquarius Instructional.

Individuals with disabilities are one of our country's major untapped resources. There is a general lack of knowledge on the part of individuals with disabilities

Aquarius Instructional
P.O. Box 130
Indian Rocks Beach, FL 34635
(813) 595-7890
(800) 338-2644

regarding how to effectively interview and demonstrate that disabilities do not have to interfere with job performance. This resource provides individuals with disabilities and professionals who work with them a method to identify job requirements and then match individuals with appropriate occupations. Guidelines have been developed for major occupational categories. A checklist is included that focuses on job requirements in the key areas of physical demands, intellectual skills, environmental conditions, work situations, and communication skills. In addition, material is supplied on the subject of reasonable accommodations and possible questions employers may ask regarding working conditions and responses for the individual to ensure that the work environment will be suitable. sck ($45.00, 190 pages)

How to Choose a College: Guide for the Student with a Disability (3rd ed.)
Jarrow, J., Baker, B., Hartman, R., Harris, R., Lesh, K., Redden, M., & Smithson, J. (Eds.). (1991). Washington, DC: HEATH Resource Center and Association on Higher Education and Disability.

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 22036-1193
(202) 939-9320
(800) 544-3284

Designed to be used with other guides for selecting a college, this publication can assist students with disabilities to organize their search and decision-making process. The authors urge student not to allow their "disability to become the major influence in your life: keep it in its proper perspective." cdb (12 pages, no charge)

Jobs for People: A Handbook. Finding Employment Opportunities for Citizens who have Disabilities
Warren, F., & Luecking, R. G. (1989). Rockville, MD: TransCen, Inc.

TransCen, Inc.
230 N. Washington Street, Suite 200
Rockville, MD 20850
(301) 424-2002

This handbook provides basic information needed to find integrated employment opportunities for people with disabilities and is designed to be of use to job placement specialists, job coaches, and other interested parties. It is based on the following assumptions: (1) people with disabilities can perform valuable work provided the proper fit between person and job is made, (2) every individual who performs work for the benefit of an employer deserves to be paid and to receive benefits ordinarily provided in return for the task performed, and (3) in addition to "equal pay for equal work," people with disabilities deserve jobs which will enhance the perception others have of

them, through integrated, meaningful employment. Chapters include information on the principles of integrated and meaningful employment, expectations of employer and employees, benefits to employers, finding jobs, and dealing with employers. Each chapter contains a checklist for job developers. The handbook also includes references and further reading, and an appendix with a job profile form. jeb (45 pages, $6.00)

Learning Disabilities Academic Support Group Manual
Johnson, J. (1989).
Columbus, OH: Association on Higher Education and Disability.

Association on Higher Education and Disability
P.O. Box 21192
Columbus, OH 43221
(614) 488-4972

In order to assist professionals in facilitating a group approach to addressing the issues that confront students with learning disabilities in postsecondary settings, this manual begins with a description of the steps in forming an academic support group and is then divided into ten sessions. Each session focuses on a specific topic and includes objectives, a description of activities, suggested handouts, and techniques for conducting the session. Among the topics covered are time management, study strategies, self-advocacy skills, and final exam preparation. This manual was intended for use by counselors, learning disabilities specialists, and special needs staff. sck (88 pages; $9.50 members, $17.00 nonmembers)

Learning Disabilities, Graduate School, and Careers: The Student's Perspective
Adelman, P. B., & Wren, C. T. (1990).
Lake Forest, IL: Barat College, Learning Opportunities Program.

Learning Opportunities Program
Barat College
700 Westleigh Road
Lake Forest, IL 60045
(708) 234-3000

A number of topics of interest to college students with learning disabilities (LD) are addressed in this handbook and include (1) understanding the transition from college to graduate school or a career, (2) adjusting to having a learning disability, (3) common problems encountered in college and beyond, (4) finding and understanding diagnostic evaluations, (5) strategies for success, (6) taking advantage of LD services, (7) roadblocks to success, career planning, and pre-work experience, (8) graduate school information, (9) choosing the right career, (10) strategies for finding jobs, (11) avoiding and handling problems on the job, (12) compensation and accommodation on the job, and (13) disclosure. Also included is a pamphlet for employers on the Americans with Disabilities Act. In

the interest of wide distribution, the authors designed the handbook on legal size paper, folded, so that it can be unstapled and reproduced. A copy agreement is offered on the back. mcw (34 pages, $3.00)

Meeting the Needs of Employees with Disabilities
Resources for Rehabilitation. (1991).
Lexington, MA: Author.

Resources for Rehabilitation
33 Bedford Street, Suite 19A
Lexington, MA 02173
(617) 862-6455

This publication provides the information that employers and counselors need to help people with disabilities retain or obtain employment. Information on government programs and laws, financing adaptive equipment, training programs, environmental adaptations, supported employment, and the transition from school to work is included. Chapters on mobility, vision, and hearing and speech impairments describe environmental adaptations, products, and services that enable employers to accommodate the needs of people with disabilities. ldi ($42.95 plus $5.00 shipping and handling)

On Campus with a Disability: Expanding Diversity at AASCU Institutions
Davie, A. R., Hartman, R. C., & Rendino, N. (1990).
Washington, DC: American Association of State Colleges and Universities.

American Association of State Colleges and Universities Publications
One Dupont Circle
Washington, DC 20036
(202) 293-7070

The authors describe in words and pictures a range of support from attendant services to transportation that is now in place on state university and college campuses. Designed for campus administrators, student advisors, and prospective students, it also addresses career planning, celebrations of diversity, emergency evacuation, access to facilities, faculty and staff awareness training, community outreach, sports, technology, and learning disabilities. The book highlights the programs which were winners of the annual awards given by the National Organization on Disability and the American Association of State Colleges and Universities over the last several years. sck (28 pages, $7.50, members; $8.50, nonmembers)

Planning Reasonable Accommodations: A Cost-Effective Approach in a Legal Framework
Rumpel, F. (Ed.). (1990, September).
Washington, DC: Mainstream, Inc.

Designed to be of practical value to employers, this publication includes examples of typical employer accommodations, a form to be used in job analysis, a list of resources and manufacturers of assistive devices used in accommodation, and a summary of results from a national survey. It was developed as a response to questions employers have raised about providing reasonable accommodations for persons with disabilities as required by the Americans with Disabilities Act (ADA) of 1990 and is available separately or as part of the publisher's ADA Management Kit which includes *Making the Workplace Accessible: Guidelines, Costs and Resources* booklet and a year's subscription to the *In the Mainstream* bimonthly newsletter. jeb (19 pages, $4.95; ADA Management Kit, $39.95)

Mainstream, Inc.
3 Bethesda Metro Center,
Suite 830
Bethesda, MD 20814
(301) 654-2400 (Voice/TDD)

Self-Management: Facilitating Employee Independence in Supported Employment Settings (Vol. 4)
Lagomarcino, T. R., Hughes, C., & Rusch, F. (1989).
Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

The papers in this document provide insight into procedures that can be used by job coaches to increase the independence of targeted employees in supported employment. Emphasizing the importance of training in supported employment, the papers present the following: strategies for teaching employees with severe disabilities to maintain their work behavior; the effectiveness of verbal self-direction in improving the work performance of employees with mild to moderate mental retardation; procedures for sequencing job-related tasks; self-instructional strategies to improve the work performance of employees with mental retardation, severe disabilities, and profound mental retardation; and a conceptual framework for implementing self-management procedures in supported employment settings. sck (198 pages, $8.50)

Secondary Transition
Intervention Effectiveness
Institute
University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333-2325

Social Competence for Workers with Developmental Disabilities: A Guide to Enhancing Employment Outcomes in Integrated Settings
Calkins, C. F., & Walker, H. M. (Eds.). (1990).
Baltimore, MD: Paul H. Brookes Publishing.

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285-0624
(301) 337-9580 (in MD)
(800) 638-3775 (out of state)

Employment practitioners and training specialists, policymakers, job coaches, vocational rehabilitation counselors, and others involved in job placement for persons with developmental disabilities are the intended audience for this manual which provides step-by-step procedures for successful maintenance of persons with developmental disabilities in integrated job settings. It provides detailed guidance on employment-related assessment, social competence demands, intervention selection, and agency evaluation. A forty-three form set of habilitation planning forms is also available separately. sck (140 pages, $35.00; package of four complete forty-three-form sets, $32.00)

Supported Employment for Persons with Severe Disabilities: From Research to Practice (Vol. III)
Kregel, J., Wehman, P., & Shafer, M. S. (Eds.). (1990).
Richmond: Virginia Commonwealth University, Rehabilitation Research and Training Center.

Virginia Commonwealth University
Rehabilitation Research and Training Center
Attn: Resource Dissemination
VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

This compilation of articles provides program managers, agency directors, and employment specialists up-to-date information on the best practices in supported employment. Most of the research on supported employment has focused on individuals with mental retardation; however, this monograph reports on the employment experiences of persons with the most severe disabilities, including individuals with traumatic brain injuries, chronic mental illness, cerebral palsy, and other disabilities. Articles contained in the monograph include a summary of recent research on the effective elements of school-to-work transition programs, patterns of social integration within worksites, and an in-depth analysis of costs associated with supported employment service delivery in addition to detailed tables, reports, sample surveys, and graphs. sck (266 pages, $13.95)

Swimming Upstream: A Complete Guide to the College Application Process for the Learning Disabled Student
Howard, D. W. (1989, December).
Austin, TX: Hunt House Publishing.

Hunt House Publishing
3704 Meadowbank
Austin, TX 78703
(512) 453-8182
(800) 825-2356

The author emphasizes that the search for a college should begin early in the student's high school career, encourages parents to involve their children in the process, and offers a practical timeline as well as information about entrance exams, college visits, the interview, and how to make the all-important decision. Checklists are used for evaluating the college, inquiring about the availability of financial aid, and opportunities for the student athlete. Colleges and universities which have programs for learning disabled students are listed by state and include the mailing addresses, telephone numbers, and the names of contact persons. sck (73 pages; $19.55, discount price for professionals)

Teaching the Possibilities: Jobs and Job Training Resource Guide for Transition Planning
Minnesota Department of Education, Interagency Office on Transition Services. (1991).
St. Paul, MN: Author.

Minnesota Curriculum Services Center
Capitol View
70 County Road, B-2, West
Little Canada, MN 55117
(612) 483-4442
(800) 652-9024

The Minnesota Department of Education developed this guide to assist students in planning their exit from secondary education. Self-knowledge and career development as they relate to transition programming and instruction—beginning at age fourteen and through adulthood—are reviewed. The assessment, planning, and instructional activities related to career awareness and exploration, and skill development/application are examined. Functional skill building should be combined with individual preferences and decision-making processes inherent in these activities. The appendices include an individualized career plan, transition service plan, follow-up survey, definitions, vocational assessments, resources and materials, and agencies and organizations. jeb (122 pages, $8.00)

Vocational Preparation and Employment of Students with Physical and Multiple Disabilities
Sowers, J., & Powers, L. (1991).
Baltimore, MD: Paul H. Brookes Publishing.

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285-9945
(301) 337-9580 (in MD)
(800) 638-3775

Focusing on vocational training and employment issues in integrated and community settings, this book is designed for school administrators, supervisors, adult service program providers, teachers, therapists,

placement specialists, job coaches, and parents. Although the focus is on school programs and vocational preparation issues, this should be relevant to adult service programs. The information related to supported employment models, work-related issues, training techniques, and job design strategies will be particularly useful to adult service programs.

Issues covered include mobility, accessibility, and communication in the context of employment preparation plus descriptions of strategies for teaching physical movements and motor responses to persons with neuromuscular disorders, as well as descriptions of adaptive strategies relevant to vocational skills and settings can be found. Supported employment models and approaches are detailed, as are job development and follow-up techniques. Techniques for facilitating collaboration among parents, teachers, counselors, and employers are discussed. jeb (213 pages, $27.00)

A Way to Work
Wheeler, J. (1989).
Bellevue, WA: Edmark Corporation.

Edmark Corporation
P.O. Box 3903
Bellevue, WA 98009-39003
(800) 422-3118 (in WA)
(800) 426-0856

A Way to Work is a community-based program which has an instructor's guide, a video, and a resource file. The instructor's guide addresses issues step-by-step: assessment, job development, job matching, job supervision, work and lifeskills, progress reports, transition planning, and supported employment. The video provides an overview of the information in the guide. The resource file contains master copies of questionnaires, assessment sheets, reports and summaries—everything needed to manage a program, keep records, and write IEPs. This program is appropriate for students with disabilities who are between fourteen and twenty-one years old, and for adults in supported employment. sck ($229.00)

FOLLOW-UP STUDIES

The Benefits of Secondary Vocational Education for Young People with Disabilities: Findings from the National Longitudinal Transition Study of Special Education Students
Wagner, M. (1991, April).
Menlo Park, CA: SRI International.

SRI International
Social Sciences BS142
333 Ravenswood Avenue
Menlo Park, CA 94025-3493
(415) 859-5109

The purpose of this paper is to inquire whether the potential benefits of vocational training are realized by students with disabilities, both in school and in the first years after high school. Using data from the National Longitudinal Transition Study of Special Education Students, the author reviews the extent to which students with disabilities attending regular secondary schools were involved in vocational education and describes the intensity of course-taking and aspects of the content of their vocational education.

Findings on enrollment; the content, amount, and placement of the vocational education class; as well as important variations by grade level, gender, and ethnic background in vocational education experiences, suggest that secondary school vocational education holds potential for positive school performance and postschool outcomes for many disabled students. The study included the relationship between vocational education and transition outcomes and examined school performance (attendance, grades, and persistence in school) and postschool outcomes (enrollment in postsecondary vocational or trade school and paid employment). This paper was presented to the Vocational Education Special Interest Group, AERA, Chicago, IL, April 1991. ztb (66 pages, $10.00)

Educational Programs and Achievements of Secondary Special Education Students: Findings from the National Longitudinal Transition Study
Wagner, M., & Shaver, D. M. (1989, March).
Menlo Park, CA: SRI International.

SRI International
Social Sciences BS142
333 Ravenswood Avenue
Menlo Park, CA 94025-3493
(415) 859-5109

In 1983, Congress mandated that the U.S. Department of Education conduct a national study of youth in the years of transition from secondary school to adult living. This study addresses three major questions: what educational programs and other services are provided to secondary special education students, how well secondary special education students do in school, and what student characteristics are related to school performance. The findings reported offer

some new information regarding school programs of secondary youth with disabilities. While schools were the primary provider of services such as speech therapy, personal counseling, and occupational therapy for secondary special education students, more than half of the students received none of the services investigated as adjuncts to their special education instructional program. New insights on school achievement are also discussed. mg (43 pages, $5.00)

How to Conduct a Follow-up Study of Special Education Graduates
Kearns, D. (1991).
Columbia: University of Missouri at Columbia, Missouri LINC.

Instructional Materials Laboratory
University of Missouri at Columbia
2316 Industrial Drive
Columbia, MO 65202
(800) 669-2465

Designed to assist school district personnel in conducting follow-up studies of special education graduates, this document outlines the questions which need to be addressed prior to conducting a follow-up study as well as the procedures to complete such a project. Sample follow-up questionnaires are included for districts to replicate and use in district studies. The questionnaires include areas to be addressed through (1) district records, (2) student interviews, and (3) parent interviews. It is not imperative that all three surveys be used for every follow-up. Questions may be added to tailor the survey to meet district needs. Selected descriptive and graphic displays of results are included in this document as examples for district analysis. sck (40 pages, $4.55 plus shipping)

The ICD Survey III: A Report Card on Special Education (Study No. 864009)
Taylor, H., Genevie, L., Xiaoyan, Z., Wingate, J. B., Hill, N. M., Mehnert, T. G., & Boyd, M. E. (Comps.). (1989, June).
New York, NY: ICD-International Center for the Disabled.

ICD-International Center for the Disabled
Education and Training Department
340 E. 24th Street
New York, NY 10010
(212) 679-0100

This nationwide survey, conducted by Louis Harris and Associates for the International Center for the Disabled in cooperation with the National Council on Disability, presents an up-to-date comprehensive study of special education, including evaluations of the special education system by educators, parents, and students themselves. It is the first nationwide survey about how the special education systems serve the needs of students who are disabled to include evaluations of educators, parents, and students who are handicapped themselves. The survey identifies

key areas in need of improvement in order to guide policymakers, educators, parents, disability advocates, and disabled students in focusing their efforts towards improving the system. Although substantial progress has been made over the past fifteen years in furthering the education of youth with disabilities, the findings illustrate that much work lies ahead, particularly in the areas of teacher training, identification processes and delivery of services, parental knowledge and involvement, individualized education plans, post-secondary transition plans, and supplementing related services. The survey pointed out that the public school system is still not adequately preparing most children who are disabled for employment, for further education, or for independent living, and suggests some specific improvements which could be made. sck (196 pages, $15.00 plus $2.00 postage)

Iowa Statewide Follow-up Study: Adult Adjustment of Individuals with Behavior Disorders One Year After Leaving School
Sitlington, P. L., Frank, A. R., & Carson, R. (1990, March).
Des Moines: Iowa Department of Education.

Iowa Department of Education
Bureau of Special Education
Patricia L. Sitlington
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176

This monograph is one product of the Iowa Statewide Follow-up Study, a five-year project funded by the Iowa Department of Education, Bureau of Special Education, using EHA Part B discretionary funds. The project's purpose is to gather data on the adult adjustment of special education graduates and dropouts (of all disabilities and program models) throughout the state of Iowa. The adjustments of one-hundred thirty graduates with behavioral disorders of special education programs and seventy dropouts from the same classes one year after leaving school are reviewed. Variables investigated in this study include (1) general adult status (e.g., marital status, leisure activities, living situation); (2) employment variables (e.g., percent employed, location, and classification of jobs, wages); (3) types of vocational training at secondary/ postsecondary levels; and (4) perceptions concerning selected aspects of the students' high school experiences. All results are reported separately for graduates and dropouts and for students in resource teacher programs versus the more restrictive program models of special class with integration, special class with little integration, and self-contained special class. sck (61 pages)

Iowa Statewide Follow-up Study: Adult Adjustment of Individuals with Learning Disabilities One Year After Leaving School
Sitlington, P. L., Frank, A. R., & Cooper, L. (1989, December).
Des Moines: Iowa Department of Education.

Iowa Department of Education
Bureau of Special Education
Patricia L. Sitlington
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176

The purpose of the project is to gather data on the adult adjustment of special education graduates and dropouts (of all disabilities and program models) throughout the State of Iowa. This monograph originates from a study which investigated the adult adjustment one year after leaving school of 1,012 individuals labeled learning disabled. Of this group, 911 individuals graduated from special education programs, and 101 individuals dropped out. Results are reported in terms of (1) general characteristics of the sample; (2) characteristics of the employed individuals in terms of rate and location of employment, occupational status, number of hours worked, wage mean, and benefits; and (3) comparisons of employed and unemployed individuals in terms of vocational training and experiences, postsecondary training, and perceptions of usefulness of school. Data is also reported by graduate/dropout group, program model in which the individual was enrolled while still in school, and by gender where relevant. The aforementioned is just one product of the Iowa Statewide Follow-up Study, a five-year project funded by the Iowa Department of Education, Bureau of Special Education, using EHA Part B discretionary funds. jeb (52 pages, no charge)

Iowa Statewide Follow-up Study: Adult Adjustment of Individuals with Mental Disabilities One Year After Leaving School
Sitlington, P. L., & Frank, A. R. (1989, June).
Des Moines: Iowa Department of Education.

Iowa Department of Education
Bureau of Special Education
Patricia L. Sitlington
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176

The purpose of the five-year project, which is funded by the Iowa Department of Education, Bureau of Special Education, using EHA Part B discretionary funds, is to gather data on the adult life adjustment of special education graduates and dropouts (of all disabilities and program models) throughout the State of Iowa. This study investigated the adult adjustment of 615 individuals with mental disabilities who were graduated from special education programs and sixty-two individuals who dropped out. Results are reported in terms of current living situation, marital status, and leisure activities. Of particular concern were variables related to employment and the relation between employment and predictor variables which involved

high school experiences that may have affected current employment (e.g., regular and specially-designed vocational education and in- and out-of-school employment). The results are compared with a follow-up study from Vermont of youths classified as mentally retarded. jeb (39 pages)

Iowa Statewide Follow-up Study: Adult Adjustment of Individuals with Mild Disabilities One Year After Leaving School
Sitlington, P. L., Frank, A. R., & Carson, R. (1990, July).
Des Moines: Iowa Department of Education.

Iowa Department of Education
Bureau of Special Education
Patricia L. Sitlington
Grimes State Office Building
Des Moines, IA 50319-0416
(515) 281-3176

This monograph is a product of the Iowa Statewide Follow-up Study, a five-year project funded by the Iowa Department of Education, Bureau of Special Education. Gathering data on the adult adjustment of special education graduates and dropouts (of all disabilities and program models) throughout the State of Iowa is the purpose of the project. This study investigated the adult adjustment of a statewide random sample of 737 individuals with learning disabilities, fifty-nine individuals labeled behaviorally disordered, and 142 individuals labeled mentally disabled, all graduates of special education resource teaching programs. Results are reported in terms of (1) general status information such as living arrangements; (2) information about those competitively employed such as wages, hours worked per week, and percent of living expenses paid; and (3) comparison of employed vs. unemployed individuals, in terms of high school vocational training and work experiences. Information is also provided on the postsecondary education and training of those interviewed, as well as an overall successful adult adjustment. Data is compared across the three disability areas and across gender, where relevant. sck (28 pages, no charge)

Iowa Statewide Follow-up Study: Adult Adjustment of Individuals with Severe/Profound Mental Disabilities One and Three Years After Leaving School
Sitlington, P. L., Frank, A. R., & Carson, R. (1991, April).
Des Moines: Iowa Department of Education.

Iowa Department of Education
Bureau of Special Education
Patricia L. Sitlington
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176

As part of the Iowa Statewide Follow-up Study, a five-year project designed to study cohorts of randomly selected special education graduates and dropouts (of all disabilities and program models), this monograph

presents information collected through interviews with parents of a statewide random sample of half the graduates/leavers from the Class of 1985 who were labeled severely-profoundly mentally disabled. General status variables included marital status, place of residence, agencies contacted about employment opportunities, financial resources, leisure activities, means of transportation, sources of help in resolving problems, and amount of postsecondary training. Employment variables included location of employment, wages, number of hours worked per week, and job benefits received.

Results indicated that both one and three years after exiting high school all participants were very dependent on others for financial assistance. Recommendations for improving the situation for these individuals include (1) focus the curriculum from the time students enter school on functioning in the community, (2) develop support systems within the community that will enable the individual to function as an adult in community-based settings, and (3) use a systematic transition planning process as part of the Individualized Education Plan to build a bridge between what happens in school and in adult life. sck (20 pages, no charge)

Making the Transition: An Explanatory Model of Special Education Students' Participation in Postsecondary Education
Butler-Nalin, P., Marder, C., & Shaver, D. M. (1989, March).
Menlo Park, CA: SRI International.

SRI International
Social Sciences, BS142
333 Ravenswood Avenue
Menlo Park, CA 94025-3493
(415) 859-5109

This paper uses the National Longitudinal Transition Study (NLTS) database to address the question, "What individual characteristics relate to the postsecondary education participation of youth with disabilities?" The analysis is divided into two parts. The first is an estimate of the effects of background characteristics, abilities and disabilities, achievement and behavior, and community characteristics separately by disability groups. The second is an estimate of postsecondary participation by type of postsecondary institution using the same set of explanatory variables.

To the extent that programs and services help students graduate from high school, they may also contribute to postsecondary education participation. The report emphasizes that the majority of young people with only a high school education or less find it extremely difficult to sustain even a modest standard of living for themselves and their families. In light of this situation

for all high school youth in general, particular concern about the transition of youth with disabilities is justified. Postsecondary education may be the primary vehicle for providing the necessary skills and education to enable an independent adult life. The goal of this report is to use NLTS data to inform public policy and educational strategies to create a more effective system of linkages between secondary and postsecondary education to meet the needs of youth with disabilities. mg (41 pages, $5.00)

Post-School Follow-up System: Year-One Field Study: Aggregated Results
Minnesota University Affiliated Program on Developmental Disabilities, University of Minnesota, & Unique Learner Needs Section, Minnesota Department of Education. (1988, November).
St. Paul: Author.

In 1987, the Minnesota University Affiliated Program on Developmental Disabilities at the University of Minnesota was funded to assist the Minnesota Department of Education, Unique Learner Needs Section, in the design and development of a post-school, follow-up system reporting on experiences of former students of special education programs statewide. This report summarizes data from one-hundred sixty-five former special education students and twenty-eight students of regular education programs, on employment status, residential arrangements, and postsecondary training. The goals of this study were to (1) develop a system to collect and analyze data on an ongoing basis on post-school outcomes of former special education students; (2) produce a system that reports reliable information on the service needs of youth with disabilities which can enhance Community Transition Interagency Committee Planning; (3) produce reliable information that can be used to determine service needs of students within their communities; (4) determine effectiveness measures for secondary special education programs in meeting the post-school adjustment needs of youth with disabilities; and (5) develop service, program, and policy recommendations based on collected data. Survey instruments and follow-up procedures were developed and tested in nine districts representing rural, suburban, and urban communities. jeb (35 pages, $20.00)

Minnesota Department of Education
Unique Learner Needs Section
Capitol Square
550 Cedar Street
St. Paul, MN 55101-2233
(612) 296-1793

A Qualitative Study of High School Transition Programs (Research and Resources on Special Education, No. 29)
ERIC/OSEP Special Project. (1991).
Reston, VA: Council for Exceptional Children.

A synopsis of findings from the qualitative phase of The National Study of High School Special Education Programs for Handicapped Youth in Transition, Vol. 1 is provided in this brief. This phase of the study provided a wealth of information about factors that encourage and hinder effective transition programming for students with disabilities, including examples of programs and practices that work and barriers to effective transition programming. sck (2 pages, $1.00)

Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

School-to-Community Transition Experiences of Hearing Impaired Adolescents and Young Adults in the Northwest
Bullis, M., Bull, B., Johnson, B., Johnson, P., & Kittrell, G. (1990).
Monmouth: Western Oregon State College, Teaching Research Division.

The results of a three-year study of hearing impaired students in the Northwest conducted by staff of the Teaching Research Division of Western Oregon State College are presented. Information was gathered on subjects' high school experiences, current employment, independent living status, postsecondary education, social/interpersonal experiences, and affiliation and satisfaction with various community-based agencies. The hearing impaired population was divided into four groups: (1) deaf and hard-of-hearing people from residential schools, (2) deaf and hard-of-hearing people from mainstream schools, (3) deaf and hard-of-hearing multidisabled people from residential schools, and (4) deaf and hard-of-hearing multidisabled people from residential schools. A fifth group of hearing people served as a control group.

Consists of an overview of the transition initiative and a conceptual foundation for this complex process, research procedures used in the study, results of the follow-up component of the project, and results of the follow-along study. A reference list, numerous tables and figures, the follow-up questionnaires, the follow-along questionnaires, school record review forms, and a list of exemplary transition program characteristics are included. jeb (111 pages, $12.00)

Western Oregon State College
345 N. Monmouth Avenue
Monmouth, OR 97361
(503) 838-8403

The Transition Experiences of Youth with Disabilities: A Report from the National Longitudinal Transition Study
Wagner, M. (1989, March).
Menlo Park, CA: SRI International.

SRI International
Social Sciences BS142
333 Ravenswood Avenue
Menlo Park, CA 94025-3493
(415) 859-5109

By presenting a broad overview of the findings emerging from analyses of the National Longitudinal Transition Study (NLTS), this paper addresses two main questions: how are youth with disabilities doing in their transition to adulthood, and what factors appear to have helped or hindered in making a successful transition. Two paths common to youth in the early years out of secondary school involve pursuing additional education or training, or finding employment. However, fewer than fifteen percent of special education exiters out of school more than one year were reported by their parents to have participated in postsecondary education or training in the previous year. Fewer than half of youth with disabilities who had been out of secondary school less than one year were reported by parents to have found paid jobs. Twenty-three percent of these youth worked part-time for pay and twenty-two percent worked full-time. Other pursuits considered to be productive activities for these youth include volunteer activities, marriage and/or child raising commitments, and job training programs not involving postsecondary educational institutions. The figures indicate that less than seventy percent of noninstitutionalized youth with disabilities out of secondary school more than one year had been engaged in productive activity during the previous year.

The NLTS findings demonstrate that having positive experiences in secondary school, in terms of academic achievement and school completion, puts youth with disabilities on a positive trajectory into the out-of-school state of their transition to adulthood. While acknowledging that the analyses using NLTS data are only a first step toward identifying programs and services associated with more successful transitions, it is hoped that educators will be able to use these findings to look carefully at course offerings and placements available to special education students. mg (36 pages, $5.00)

Youth with Disabilities During Transition: An Overview of Descriptive Findings from the National Longitudinal Transition Study
Wagner, M. (1989, May).
Menlo Park, CA: SRI International.

SRI International
Social Sciences BS142
333 Ravenswood Avenue
Menlo Park, CA 94025-3493
(415) 859-5109

This paper presents selected descriptive findings from the NLTS based on data for more than eight-thousand special education students in secondary school in the 1985-1986 school year. Two questions are addressed: what are the individual and family characteristics of youth with disabilities served under Education for All Handicapped Children Act Ammendment of 1983 (EHA); and what are the achievements of youth with disabilities in the areas of independence, education, and employment.

The findings present a mixture of good and bad news regarding the transition outcomes of youth with disabilities. Youth in many categories of disability were significantly less likely to graduate from high school, get any postsecondary education, find employment, or become engaged in any productive activity after high school than are youth in the general population. Yet for many categories of disability, the fact that even a small percentage of youth had achieved employment is a triumph for them, their families, the educators that served them, and the public policy that mandated and supported their education. However, when fewer than seventy percent of youth with disabilities who had been out of high school one to two years had engaged in any productive activity in that year, the findings also indicate wasted potential of youth not having or not taking advantage of opportunities for productive contributions to society. Questions remain regarding what can be done to improve the transition outcomes of youth with disabilities. These questions will be the focus of continuing analyses within the NLTS. mg (37 pages, $5.00)

PERSONNEL DEVELOPMENT

Access to Post-Secondary Education: A Faculty Handbook (rev. ed.)
Kercher, P., & Parisot, A. (1989).
Great Falls, MT: Great Falls Vocational-Technical Center.

Great Falls Vocational-Technical Center
2100 16th Avenue South
Great Falls, MT 59405
(406) 771-7140

This handbook was designed to assist faculty who teach at the postsecondary level to better understand and make academic accommodations for students with disabilities, thereby improving their chances for success. Adjustments which can be made in the environment or in teaching styles to accommodate specialized needs without affecting academic integrity are suggested. The information in this handbook, which was developed by Project ACCESS staff, should help eliminate barriers to learning and serve as a guide for maximizing educational opportunities. sck (38 pages, $5.00)

Autism and Life in the Community: Successful Interventions for Behavioral Challenges
Smith, M. D. (1990).
Baltimore, MD: Paul H. Brookes Publishing.

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285-9945
(301) 337-9580 (in MD)
(800) 638-3775

Written in lay language appropriate for professional and nonprofessional caregivers, this book presents a comprehensive examination of autism's symptoms and relevant, positive intervention strategies. It describes autism as a pervasive developmental disorder with a physiological basis, possibly neurological in origin, which—in severe cases—produces disruptive behavioral symptoms such as self-injury, aggression, pica, property destruction, and self-stimulation. Chapters cover managing behavioral challenges; assessment; designing an intervention plan; vocational and social skills development; self management; self-stimulation; modifying inappropriate verbalizations, aggression, and self-injury; and support services. An epilogue presenting an in-depth case study of a comprehensive intervention is included. Based on ten years of carefully gathered data, the book is extensively researched with numerous case study examples throughout and a list of references at the end of each chapter. jeb (290 pages, $27.00)

College Students with Learning Disabilities: A Handbook for College LD Students, Admissions Officers, Faculty and Administrators (3rd ed.)
Vogel, S. A. (1990).
Pittsburgh, PA: LDA (ACLD) Bookstore.

LDA (ACLD) Bookstore
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

Containing complete lists of relevant information for college students with learning disabilities and staff on college campuses, this handbook would be helpful for high school students considering colleges and for their advisors. The author's recommendations are based on extensive direct experience and careful documentation. The handbook is a compendium of practical suggestions, leaving the justification for these adaptations to scholarly writings listed in the bibliography.

Chapter titles include Definition of LD, Characteristics of LD Adults, Section 504 of the Rehabilitation Act of 1973, Ways that Faculty Can Help, Ways that Administrators Can Help, and Ways that LD Students Can Help Themselves. The latter chapter includes general strategies, plus those which apply to memory, test-taking and self-confidence building. Appendices list Regional Civil Rights Offices, recommended readings, HEATH publications, and other sources of information. sck (40 pages, $5.00)

Evaluating Social Programs at the State and Local Level: The JTPA Evaluation Design Project
Blalock, A. B. (Ed.). (1990).
Kalamazoo, MI: W. E. Upjohn Institute.

W. E. Upjohn Institute
300 S. Westnedge Avenue
Kalamazoo, MI 49007
(616) 343-5541

This book draws upon the Job Training Partnership Act (JTPA) Evaluation Design Project, which was initiated, developed, and directed by the Washington State Employment Security Department in response to new state and local oversight obligations authorized by the JTPA. The authors provide practical guidance about planning and executing program evaluations and developing or enhancing program evaluation ability. Useful as a pragmatic policy and management tool, this publication will assist state and local government professionals who develop program policies, monitor their translation into ongoing programs, or evaluate their effectiveness. In addition, it will be of interest to state and local elected officials, the evaluation research community, public interest and client advocacy groups, and all those interested in the performance of social programs. sck (500 pages; $16.95 paper, $25.95 cloth)

Exceptional Children and Youth (5th ed.)
Haring, N. G., & McCormick, L. (Eds.). (1990).
Columbus, OH: Merrill Publishing Company.

This special education text takes a practical, enlightened lifespan approach to exceptionality. The contents include an overview of special education; cultural diversity and exceptionality; infants and young children with special needs; learning disabilities; behavior disorders; mild mental retardation; moderate, severe, and profound disabilities; physical and health impairments; communication disorders; hearing impairments; visual impairments; gifted and talented; families of exceptional children; and transition to work and community living. The chapter on transition provides up-to-date information on the school-to-community programming transition and its effect on both the exceptional youth and the family unit. Coverage of employment examines vocational training at employment sites, individualized transition planning, interagency collaboration, paid work experience, and curriculum for developing job-seeking skills. sck (608 pages, $29.56)

Merrill Publishing Company
4635 Hilton Corporate Drive
Box 508
Columbus, OH 43216-0508
(614) 759-6600 (in OH)
(800) 848-1567

How to Develop Individualized Transition Plans (ITPs)
Bragman, R. S. (1991).
Indian Rocks Beach, FL: Aquarius Instructional.

Under the Individuals with Disabilities Education Act of 1990, transition services are to be included in the student's individualized education program. This publication was developed to assist in the development of individualized transition plans for the transition process from school to work and community life. Suggestions are provided to help determine individual needs for students with mild to moderate disabilities and develop appropriate plans to meet their unique needs. A correlation of basic transition objectives and materials appropriate for the implementation of these objectives is provided in the following areas: academic/cognitive; career and vocational; life skills; social/behavioral; and community living, including recreation, transportation, housing, job training, health/medical, and employment. Guidelines are also provided to assist in identifying existing programs, responsibilities, and involving family and other agencies. sck (300 pages, $45.00)

Aquarius Instructional
P.O. Box 130
Indian Rocks Beach, FL 34635
(813) 595-7890
(800) 338-2644

Increasing Vocational Options for Students with Learning Handicaps
Eagle, E., Choy, S., Hoachlander, E. G., Stoddard, S., & Tuma, J. (1988).
Berkeley, CA: Institute for the Study of Family, Work, and Community. (ERIC Document Reproduction Service No. ED 311 229)

NCRVE Materials
Distribution Service
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(800) 637-7652

This book outlines the appropriate steps that can be taken by local educators to expand the options of students who are disabled in vocational education. Separate chapters highlight the steps to be taken by vocational education teachers, vocational education administrators, special education teachers, professional support staff, and local administrators. It maintains a conviction that students with mild learning disabilities can succeed in mainstream vocational education and with appropriate direction, interested educators can make that possible. The suggestions provided are based on a study of thirty exemplary programs in six states: California, Florida, Illinois, Oklahoma, Wisconsin, and New York. The study's findings are discussed in more detail in the report *Improving the Options of Handicapped students in Mainstream Vocational Education*, available from the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. sck (47 pages, $5.00)

The Learning Disabled Adult Manual
Colorado Community College Consortium for the Learning Disabled Project. (1988).
Littleton, CO: Author.

PST Educational Consultants
P.O. Box 620492
Littleton, CO 80162
(303) 932-0181

The Colorado Community College Consortium for the Learning Disabled Project has published this manual to serve as a text for a staff development/ personnel preparation course and to offer a designed course which will familiarize support service providers, vocational rehabilitation counselors, mental health professionals, employers, and parents with the characteristics of adults with learning disabilities. Topics include theoretical, legal, diagnostic, and intervention components. The manual provides a list of required readings, approximate costs, participant objectives, a course outline, evaluation techniques, and sample handout and overhead materials. The course requires thirty contact hours and has been designed to be covered in ten, three-hour sessions. sck (400 pages, $60.00—due to a limited quantity, orders will be filled on a first-come-first-serve basis)

The Postsecondary Learning Disabilities Primer
Stewart, A. C. (1989).
Cullowhee, NC: Western Carolina University, Learning Disabilities Training Project.

Western Carolina University
WCU Bookstore
Cullowhee, NC 28723
(704) 227-7211

This training manual is designed for those who serve students with learning disabilities, as well as for training those who will work in that capacity and was developed by the staff of the Learning Disabilities Training Project of Western Carolina University with funding from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The development of learning disabilities policies, procedures, and programs are described. Topics include transition from high school to postsecondary education; LD policy and programming; academic concerns; social skills, academic advising, and counseling issues; faculty and staff training; career choices; and job skills. Resources are included. sck (52 pages; $20.50, all orders must be prepaid)

The Postsecondary Student with Learning Disabilities: Issues in Identification and Integration Manual
Colorado Community College Consortium for the Learning Disabled Project. (1988).
Littleton, CO: Author.

PST Educational Consultants
P.O. Box 620492
Littleton, CO 80162
(303) 932-0181

The Colorado Community College Consortium for the Learning Disabled Project has published this manual for the purpose of a staff development/ personnel preparation course. Issues are covered such as the definition and characteristics of a learning disability; state, local, and federal laws; socialization, emotional, and behavioral needs; implications of a learning disability on adult life; metacognitive strategies; and analysis and adaptation of instructional methods and materials. The manual provides a list of required readings, approximate costs, participant objectives, a course outline, evaluation techniques, and sample handout and overhead materials. The course requires thirty contact hours and has been designed to be covered in ten, three-hour sessions. sck (500 pages, $60.00—due to a limited quantity, orders will be filled on a first-come-first-serve basis)

Postsecondary Vocational Special Needs Coordinator's Handbook
McCarty, T., & Grabill, D. (1989).
Macomb, IL: Curriculum Publications Clearinghouse.

This handbook is designed to assist Postsecondary Vocational Special Needs Coordinators and other interested individuals in initiating and coordinating supplementary support services for vocational special needs students. Challenging, practical, and helpful information to aid educational personnel in meeting the mandates of the 1984 Carl D. Perkins Vocational Education Act and to provide effective support services to special needs vocational education students are provided. Topics include practicing communication, enlisting support, identifying and assessing vocational special needs students, being accountable, facilitating guidance and counseling support services for special needs students, planning instructional assistance, collaborating for transition and job placement, and providing inservice and promoting staff development. sck (250 pages, $70.00)

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(800) 322-3905

Preparing for the Future: A Practical Guide for Developing Individual Transition Plans
Hobbs, T., & Allen, W. T. (1990).
Rohnert Park, CA: Sonoma State University, California Institute on Human Services.

This guide assists parents and professionals in effectively planning the transition from school to work for special needs students. This process includes ways to schedule and coordinate transition, facilitate a transition meeting, develop and monitor transition plans, and target critical transition objectives. sck (93 pages, $16.50)

Vocational Education Resource System
California Institute on Human Services
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

The Rural Transition Training Manual
Halper, A., Paymans, J., Wilson, L., & Bruno, M. (1990, May).
Washington, DC: George Washington University, Department of Teacher Preparation and Special Education.

This manual was developed to provide postsecondary institutions, parent and adult service organizations, and school districts with a model for preparing personnel who work with rural youth and young adults with disabilities in the transition from school to work and adult life. It is organized in modules which may be used by trainers to prepare professionals to deliver

George Washington University
Department of Teacher Preparation and Special Education
2001 G Street, Suite 524
Washington, DC 20052
(202) 994-4519

transitional services to youth and young adults with disabilities. Module topics include an overview of rural transition, the rural setting, adult service alternatives, postsecondary opportunities, curriculum in transitional special education, and cooperative programming and planning. Also included are the following appendices: parent handbook for transition, course syllabi, attitudes toward individuals who are disabled in rural settings, negotiating cooperative agreements, work readiness skills (a curriculum unit), program description, and rural transition program specialist. sck (275 pages; $37.95, plus 15% handling and shipping)

Still Puzzled about Educating Students with Disabilities? Vocational Preparation of Students with Disabilities (rev. ed.)
Gavin, M. (Ed.). (1990, December).
Madison: University of Wisconsin at Madison, The Vocational Studies Center.

This resource is for preservice and inservice teacher educators as well as school district administrators and teachers. Topics included in the guide are transition, supported employment, curriculum based vocational assessment, models that improve secondary and postsecondary education of special needs students, new computer and other technology, and exemplary programs and partnerships. cdb (636 pages, $39.00 plus shipping)

The Vocational Studies Center
University of Wisconsin at Madison
Publications Unit, Department AA
1025 W. Johnson Street
Madison, WI 53706
(608) 263-2929

Students in Transition Using Planning
PACER. (1988, August).
Minneapolis, MN: Author.

PACER's newly-revised resource manual includes outlines which organize and explain the concepts introduced in each workshop; activities in which students participate; and information handouts that explain postsecondary education or vocational training programs, financial aid, accessing employment, housing options and other topics. sck (106 pages, $10.00)

PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1055
(612) 827-2966

Supported Employment Staff Training Manual
Inge, K., Barcus, J. M., Brooke, V., & Everson, J. (1991).
Richmond: Virginia Commonwealth University, Rehabilitation Research and Training Center.

This manual is designed for trainers or program managers who are responsible for developing staff training programs in supported employment. Adult learning principles are presented including developing needs assessment, determining training objectives, designing training programs, and providing technical assistance. Many of the training activities developed by the Rehabilitation Research and Training Center staff are included as training examples. ldi (550 pages, $29.95)

Virginia Commonwealth University
Rehabilitation Research and Training Center
1314 W. Main Street
VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

Teaching Disadvantaged Students: Successful Strategies in Career-Vocational Education
Nemko, B., Feichtner, S. H., Lee, C., Kiesling, M., McGowan, J. H., & West, L. L. (1990, October).
Rohnert Park, CA: Sonoma State University, California Institute of Human Services.

This resource guide's purpose is to disseminate strategies that can improve the success of disadvantaged students in the classroom, that will assist career-vocational educators to provide students with the skills wanted by employers, and that increase their effectiveness in teaching academically and economically disadvantaged students and students with limited-English proficiency (LEP). Although this publication is directed toward disadvantaged students, the strategies will be effective with other special populations.

Outlined in detail is the newly-developed California Model Curriculum Standards and Program Frameworks in career-vocational education which reflects the emphasis on vocational-academic integration as mandated by the 1990 Perkins Act. The guide also includes (1) an overview of the educational problems of disadvantaged students (including LEP students) with general suggestions, based on current research, on how to increase their achievement, (2) strategies to promote successful school to work transition through career awareness, career exploration, employability skills training, and work experience education, (3) specific strategies to improve students' performance in reading, writing, mathematics, problem solving/critical thinking, and oral and nonverbal

Sonoma State University
IMPACT Programs Project
California Institute on Human Services
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

communication skills with examples in all vocational subject areas, (4) teaching strategies and support services that should be provided to ensure the success of disadvantaged students in career-vocational education, and (5) descriptions of programs that show promise for providing quality vocational education to all students. A list of resources and references accompany each chapter. The information presented is very specific and designed to be of practical value to classroom teachers and their supervisors. sck (153 pages, $16.50)

Teaching Students with Mild and Moderate Learning Problems
Langone, J. (1990).
Needham Heights, MA: Allyn & Bacon.

Allyn & Bacon
Department 894
160 Gould Street
Needham Heights, MA
02194-2310
(800) 852-8024

The goal of this text is to provide teachers with skills for assisting students with mild to moderate disabilities in making successful transitions in school and community environments. To this end, the teaching of academic, social, and vocational skills concurrently, in both school and in community environments is emphasized. A process approach to program development, using the principles of instructional technology for developing curricular options across a variety of subjects, is found. It demonstrates the use and development of community-based instruction and includes up-to-date summaries of behavioral methods for teaching. sck (472 pages, out of print)

Testing Accommodations for Students with Disabilities
King, W. L., & Jarrow, J. E. (1990).
Columbus, OH: Association on Higher Education and Disability.

Association on Higher Education and Disability
P.O. Box 21192
Columbus, OH 43221
(614) 488-4972 (Voice/TDD)

Specifically developed for postsecondary support service providers who are responsible for arranging testing accommodations for students with disabilities, this guide contains testing procedures, based on the extensive experiences of several two- and four-year institutions in the United States. The guide contains a discussion of how to establish and maintain the philosophy of the program. Additional sections include how to establish student eligibility for testing accommodations, how to convey eligibility information to faculty, negotiating reasonable accommodations, maintaining test security, determining the types of accommodations that might be appropriate, and how to wean students off of accommodations. Several

easy-to-read sample forms that may be adapted for use by service providers in their respective programs and several philosophical tangents which are designed to assist the reader in understanding the philosophical foundations and reasons for establishing testing accommodations are included. sck (28 pages; $11.00, members; $17.00, nonmembers)

Tools of the Trade: A Hands-On Program to Train Supported Employment Personnel
Lavin, D., Noren, L., Prieve, K., & Gantenbein, A. (1990).
Menomonie: University of Wisconsin at Stout, Materials Development Center.

Materials Development Center
Stout Vocational
Rehabilitation Institute
University of Wisconsin at Stout
Menomonie, WI 54751
(715) 232-1342

This seven-book series was written to systematically train professional staff for the functional roles they may perform as supported employment specialists within a community-based supported employment program. The training series is written in a field-based format which allows the agency to customize the presented information to local circumstances. Each book in the series includes reading, hands-on exercises, and a self-quiz. The program also has an interactive learning feature which encourages supervisor and employment specialist communication during the training period.

The contents include managing the supported employment staff and program, philosophical principles of the supported employment program, job development, behavior intervention, training and ongoing employment supports, integration, case coordination, and survival skills for the supported employment specialist. This training material was specially designed for employment training specialists, supported employment specialists, job coaches, job trainers, and others who place, train, and provide follow-along and support services for individuals placed in community employment. ldi (seven book series, totaling 640 pages, $59.95 plus $5.00 shipping and handling)

Transition for Disadvantaged Students
McCarty, T., & Hess-Grabill, D. (1990, June).
Macomb, IL: Curriculum Publications Clearinghouse.

Curriculum Publications
Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917
(800) 322-3905

Directed toward improving the transition process for students who are academically or economically disadvantaged or who are limited English proficient, this manual addresses the following questions: What

does transition for disadvantaged students mean? How is the transition process initiated? What are the components and focus activities of transition? What guidelines can be used to assess transition program and activity effectiveness? and What can existing transition programs show about effective transition? Several secondary and postsecondary model programs from the State of Illinois are highlighted. sck (133 pages, $15.00)

Transition from School to Adult Life: Models, Linkages, and Policy
Rusch, F. R., DeStefano, L., Chadsey-Rusch, J., Phelps, L. A., & Szymanski, E. (Eds.). (1991).
Sycamore, IL: Sycamore Publishing Company.

Sycamore Publishing Company
P.O. Box 133
Sycamore, IL 60178
(815) 756-5388

A guide for secondary school teachers, employers, employment training specialists and job coaches, policy planners, and rehabilitation counselors interested in solving the problems of poor planning and curriculum development that have led to underemployment, dependent living, and segregation among youth and adults with disabilities, this addresses issues related to school reform, model program development and evaluation, transition to college, state-level policy planning and development, and cultural and language issues. cdb (400 pages, $39.95)

Using Basic Skills Testing to Improve the Effectiveness of Remediation in Employment and Training Programs for Youth (Publication No. RR-88-05)
Morris, R., Strumpf, L., Curnan, S., & Rothstein, F. R. (Ed.). (1988, May).
Washington, DC: National Commission for Employment Policy.

National Commission for Employment Policy
Public Affairs Office
1522 K Street, NW, Suite 300
Washington, DC 20005
(202) 724-1545

The purpose of this paper is to assist the Job Training Partnership Act (JPTA) community in making informed decisions when selecting employability assessment tools. The focus is primarily on assessing the basic skills of youth because when the demographics are reviewed, they underscore that it is this part of the new labor force which puts the economy most at risk of noncompetitiveness. Provided are comparative information on some of the most widely used basic skills assessment strategies within the JTPA system, examples of how assessment data can be used to improve program planning and participant impact, and policy recommendations for consideration at the state and local level. The goal is not to make the reader

a testing expert but rather to assist in decision making on how to provide quality services to youth.
The authors believe that the following policy recommendations, if implemented, could move the employment and training system toward the development of relevant, employment-related, basic skills tests. These recommendations include (1) establishing a common definition of "employability" based on basic education skills and work maturity deficiency levels, rather than on acquisition of the high school diploma, (2) requiring that JTPA youth employment competency systems provide a combination training program of basic education skills and either pre-employment, work maturity, or job specific skills to ensure that "employment competent" includes at least a locally acceptable snapshot of employment-related basic skills, (3) requiring service distribution areas (SDA's) to report basic skills information through the management information system, and (4) developing a performance standard that measures outcomes for young people who are most at risk of remaining structurally unemployed because of their lack of both basic education skills and work maturity skills in order to enable states to provide incentive funds to SDAs which serve those individuals. (78 pages, no charge)

VERS Handbook for Administrators on Career—Vocational Preparation Services for Disadvantaged Students and Students with Handicapping Conditions (rev. ed.)
Apolloni, T. (Ed.). (1989, January).
Rohnert Park: Sonoma State University, Vocational Education Resource System, California Institute on Human Services.

Vocational Education Resource System
Sonoma State University
California Institute on Human Services
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-24163

This handbook was developed for administrators of local career-vocational preparation programs with its purpose providing information necessary to plan, implement, and monitor career-vocational preparation services for disabled, academically disadvantaged, economically disadvantaged, or limited English proficient students in regular vocational education classrooms. An overview of each segment of vocational education for students with special needs, definitions of terms, and recommended approaches for improving services are provided. The first seven modules address administrative issues; the remaining ten focus on specific information which the vocational education administrator needs to know regarding the implementation of vocational education services for students with special needs. The following topics are

presented in the modules such as ideology, federal and state regulations, program planning, funding and fiscal management, personnel development, community relations, coordination with community support agencies, student identification, student assessment, development of the IEP, classroom/program placement, instructional accommodations, learning centers, job market analysis, job development, job placement, and follow-up services. sck (205 pages, $16.50)

Vocational Preparation Teacher Manual (rev. ed.)
Wallace, S., Wheeler, J., & Kearns, D. (in press). Columbia: University of Missouri at Columbia, Missouri LINC.

Prepared at the request of the vocational preparation teachers in the State of Missouri, this manual contains basic information which should serve as a guide to their work with disadvantaged students and students with disabilities in vocational education programs. The major objective of the vocational preparation teacher is to adequately prepare students with special needs for vocational training programs and/or alternative education/employment options through (1) an on-going curriculum-based vocational assessment to identify and teach vocational skill deficiencies in areas of employability skills, specific work skills, and aptitudes, and (2) career exploration activities and procedures for identifying vocational interests. The manual is divided into the following sections: job/life skills, career information, assessment/evaluation, programs/instruction, and meetings and contacts. The development of this manual was based on a Fall 1987 Vocational Preparation Teachers Survey. A glossary, list of references, and survey are included in this unit. mcw (173 pages, $16.75)

Instructional Materials Laboratory
10 London Hall
University of Missouri at Columbia
2316 Industrial Drive
Columbia, MO 65202
(800) 392-7217 (in MO)
(314) 882-2884

SCHOOL-BUSINESS PARTNERSHIPS

The link between business and education is critical in the transition process of youth and adults with disabilities. The following entries represent selected resources on current information about the importance of business-labor-education partnerships and their effectiveness as a workforce development policy initiative designed to improve the nation's schools.

American Business and the Public School: Case Studies of Corporate Involvement in Public Education
Levine, M., & Trachtman, R. (Eds.). (1988).
New York, NY: Teachers College Press.

Teachers College Press
P.O. Box 2032
Colchester, VT 05449
(800) 445-6638
(802) 878-0315 in VT

Under the auspices of the Committee for Economic Development, editors Levine and Trachtman present the first comprehensive look at corporate America's commitment to and involvement with public education. They have selected seven case studies and twenty-two mini-cases to represent the full range of business/school collaboration in the 1980s. Grouped under funding, programmatic participation, and policy making, the particular cases are written by contributors from both educational and corporate worlds. It is designed for policymakers, superintendents, principals, corporate managers, graduate students in education, high school teachers, curriculum planners, and the business community. sck (296 pages, $24.95)

Business and Education Partnerships
Gugerty, J., & Gavin, M. (1991).
Madison: University of Wisconsin at Madison, The Vocational Studies Center.

The Vocational Studies Center
University of Wisconsin at Madison
Publications Unit, Department AH
1025 W. Johnson Street, Room 964
Madison, WI 53706
(608) 263-3152

A business and education partnership is defined in this module as "a collaborative effort to achieve mutually agreed upon goals and objectives." Designed for teachers, staff development personnel, administrators, and college and university professors, this module introduces the principles of effective partnerships and provides a step-by-step process for implementing such a collaboration. Included are the following exhibits which highlight successful partnerships: Michigan Partnerships for Education Handbook, Puget Sound Educational Service District 121 Pierce County Vocational/Special Education Cooperative, Culinary Arts Training program, and Project COFFEE: An Alternative Education Program Specializing in Dropout Prevention and Reconnection. sck ($15.00, EDEM200)

Business Strategies that Work: A Planning Guide for Education Restructuring
Reingold, J. R., Castle, N. K., & Bergman, T. (1990, June).
Washington, DC: National Alliance of Business.

National Alliance of Business
1201 New York Avenue, NW,
Suite 700
Washington, DC 20005
(202) 289-2848

This publication gives business people two detailed planning internal and external guides for corporate involvement in education restructuring. The internal guide ensures that the company's efforts are effective. The external guide is for coalitions at the state and local level. The report also contains a series of case studies describing corporate efforts to restructure education. sck (46 pages, $15.00)

The Compact Project: Final Report
National Alliance of Business. (1991).
Washington, DC: Author.

National Alliance of Business
Center for Excellence in
Education
1201 New York Avenue, NW
Washington, DC 20005
(202) 289-2900

In June, 1986, the National Alliance of Business (NAB) joined with employers and educators in seven selected cities around the country to launch the Company Project—a nationwide attempt to foster local solutions to the poor academic performance and job prospects of youth at risk of dropping out of school. The cities chosen by NAB to participate in the project were Albuquerque, Cincinnati, Indianapolis, Louisville, Memphis, San Diego, and Seattle. During the project's second year, the Alliance selected five additional sites—Detroit, Miami/Dade County, Pittsburgh, Providence, and Rochester.

This report summarizes the experiences of the twelve compact cities and includes a brief description of each project and its goals, a summary of accomplishments, and a section on "Challenges," which discusses issues and problems that have yet to be addressed. In addition, a list of conditions are included, representing factors essential to the establishment of effective programs to achieve broad-based school reform. A list of key contacts is included, as well as names, addresses, and phone numbers of Compact Project organizations which may be contacted for further information. ldi (26 pages; $5.95 each, ten or more, $4.50 each, plus shipping and handling)

The Developing Vocational Education and Training "System": Partnerships and Customized Training
Grubb, W. N. (1989, May).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(800) 637-7652

This paper traces the elaboration of education and training programs over the past three decades and focuses on a particular kind of partnership among employers, public education, and training institutions–customized training. The advantages and potential disadvantages of customized training programs are discussed. mcw (MDS-230, 29 pages, $1.00)

Economic Development: A Viewpoint from Business (Keeping America Working Series #6)
Zeiss, T. (Ed.). (1989).
Washington, DC: American Association of Community and Junior Colleges and the Association of Community College Trustees.

American Association of Community and Junior Colleges Publications
80 S. Early Street
Alexandria, VA 22304
(703) 823-6966

In an effort to promote the development of partnerships between colleges and employers, this monograph was developed to examine ways industry, community, technical, and junior colleges can work together to improve the educational system. The needs of large and small businesses of all types, the opportunities for two-year colleges to assist businesses in satisfying those needs, and the major interests of business and industry in the site selection process for expansions or relocations are described. The monograph provides perspectives that CEOs, business leaders, college advisers, school counselors, and economic development professionals need to understand. Although this book is intended primarily to broaden two-year colleges' awareness of the needs of business and the opportunities therein, it is expected that a variety of other public and private agencies and entities will find this information useful. sck (185 pages; $11.25 member, $15.00 nonmember)

Future Work: Seven Critical Forces Reshaping Work and the Work Force in North America
Coates, J. F., Jarratt, J., & Mahaffie, J. B. (1990).
San Francisco, CA: Jossey-Bass.

Jossey-Bass
350 Sansome Street
San Francisco, CA 94104-9825
(415) 433-1767

An easy-access reference tool, this book provides hard data and analysis about key human resources trends that will be reshaping the workforce in this decade and

beyond. Practical techniques are presented for staying on top of new trends as they emerge. The authors identify thirty-seven important trends–from the rise of the dual-career family to the decline of our educational system–and reveal how these changes will affect every aspect of human resources management, from work-force planning through recruitment and development to outplacement. They recommend ways to capitalize on each trend and minimize the threats it may pose. The discussion regarding how the corporation reaches deeper into the educational system to influence the quality of its supply of workers should be of particular interest to industry-education practitioners.

The workbook serves as a hands-on planning guide of structured exercises and discussion questions for each of the seven chapters. It teaches readers how to conduct a "future scan" to analyze the likely implications of trends for their organizations. sck (467 pages book, 139 pages workbook; book/workbook set, $49.50)

A Handbook for the California Compact: A Guide for Developing Local Compacts Among Schools, Businesses, Higher Education, and Government and Community Agencies
California State Department of Education, & California Chamber of Commerce. (1989, January). Sacramento, CA: Author.

California State Department of Education
Bureau of Publications
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 445-1260

This handbook was developed for use by the school districts and other partners involved in each of the California Compacts. Each community is developing its own program aimed at improving school retention, job placement, and college admission rates, especially for at-risk youth. It is a working document that is intended to be a practical source of ideas and resources. Chapter 1 presents information on how to develop local leadership and set measurable goals. Chapter 2 addresses the selection of a specific model for the program and presents various examples. Program implementation is discussed in Chapter 3 while Chapter 4 explains the kinds of resources that will be needed and how to generate them. Chapter 5 discusses how to evaluate a Compact. The final chapter provides references to organizations and documents useful in developing Compacts. sck (27 pages)

Investing in our Future: The Imperatives of Education Reform and the Role of Business
Amster, J., Boyer, E. L., & Brown, J. S. (1990, March).
Queenstown, MD: The Aspen Institute.

The Aspen Institute
Publications Office
Wye Center
P.O. Box 150
Queenstown, MD 21658
(301) 827-7168

This report is the outcome of a series of meetings convened by the Aspen Institute in which educators, business representatives, and civic leaders discussed the condition of, and promise for, reform in United States education. After an overview on the history of educational reform, discussions and recommendations are included on the following aspects of education reform: administration and governance, personnel, curriculum, technology, social context, and partnerships. Interesting to note is that the posturing on the issue of curriculum is a need for refocusing the curriculum itself and for more sophisticated evaluation measures. One process mentioned to help clarify the curriculum is the promotion of collaboration between education leaders, legislators, and business groups to face the issues in vocational education. The question was asked of how vocational education is serving its current students and what transformations of curriculum should be fostered to train workers adequately for the year 2010. A logical educational sequence of school completion and community college is needed for the forgotten half, those students who do not go on to college.

A section lists a number of contributions business can make to educational improvement such as helping school districts establish and finance merit schools programs, using its expertise in furthering the development of school-based management programs, offering assistance in the use of technology for a variety of educational functions, and fostering alliances between the private and public sectors to improve schools over the long run. sck (35 pages, $4.00)

Issues in Urban Vocational Education for Special Populations, *TASPP BRIEF*, 2(4)
Repetto, J. R. (1990, December).
Champaign: National Center for Research in Vocational Education, University of Illinois, Technical Assistance for Special Populations Program.

National Center for Research in Vocational Education
Technical Assistance for Special Populations Program
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

This discusses changes in urban settings as they relate to urban vocational education programs. Problems confronting urban families and educators such as high dropout rates, high rates of youth unemployment, and

high percentages of students with special needs are outlined. The characteristics of successful reform efforts and of successful career-oriented high schools are reviewed. Several effective urban vocational education programs are highlighted. The author calls for collaboration between urban schools and outside agencies and businesses as a means of enabling the educational system to meet the changing needs of urban communities. mcw (4 pages, no charge)

Issues in Vocational Education for Special Populations in Rural Areas, *TASPP BRIEF*, 2(2)
Rojewski, J. W. (1990, October).
Champaign: National Center for Research in Vocational Education, University of Illinois, Technical Assistance for Special Populations Program.

National Center for Research in Vocational Education
Technical Assistance for Special Populations Program
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

Some of the problems which practitioners face when serving students with special needs in rural vocational education programs are identified in this *BRIEF*. The following solutions which have been proposed to eliminate these barriers are examined such as educational cooperatives, administrative action, mobile facilities units, use of available technology, school/business partnerships, and entrepreneurship. mcw (6 pages, no charge)

Partnerships for Learning: School Completion and Employment Preparation in the High School Academies
Academy for Educational Development. (1989, August).
Washington, DC: Author.

Academy for Educational Development
1255 23rd Street, NW
Washington, DC 20037
(202) 862-1900

This book, intended as a source for educators and advocates, examines the success of the high school academies' school-business partnerships in light of retention of at-risk students and of their preparation for the world of work. The academies are schools-within-schools that offer students an integrated vocational-academic education, career planning, counseling, extensive academic and nonacademic supports and employment opportunities. Central to the academy design is the integration of technical and academic curricula and is achieved through the active involvement of industry in curriculum design, development, and revision. sck (55 pages, $9.00)

SCANS Blueprint for Action: Building Community Coalitions
Secretary's Commission on Achieving Necessary Skills. (1991).
Washington, DC: U.S. Department of Labor.

Secretary's Commission on Achieving Necessary Skills (SCANS)
U.S. Department of Labor
Washington, DC 20210
(800) 788-SKILL

In its first report, SCANS defined a common core of skills that constitute work readiness for the jobs of today and tomorrow. As a companion volume, this report is designed to assist schools and workplaces develop local plans of action to implement the SCANS initiative. It explains implementing the SCANS action plan; building coalitions (networking, roles, outreach, follow-up, community workshops, and local surveys); and utilizing existing resources (Department of Labor Regional Offices, organizational contacts, and relevant publications). The appendix includes examples of successful programs implementing the SCANS initiative. jeb (44 pages, no charge)

School Restructuring: Designing Schools for Better Student Learning
Rigden, D. W. (1990).
New York, NY: Council for Aid to Education.

Council for Aid to Education
51 Madison Avenue
New York, NY 10010
(212) 689-2400

A summary and analysis of restructuring goals, pros and cons of different restructuring strategies, and selected reform experiments already underway are provided. Suggestions to "help business leaders choose entry-points into the education problem that are consonant with their corporation's own interests and resources" are also included. sck (52 pages, $20.00)

School-Community-Business Partnerships: Building Foundations for Dropout Prevention
Bucy, H. H. (1990, April).
Clemson, SC: National Dropout Prevention Center.

National Dropout Prevention Center
Publications Department
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 868-3475 (in SC)
(800) 443-6392 (out of state)

This publication was developed to provide businesses with practical and easily implemented ways to meet the needs of local schools in the area of dropout prevention. An overview is given of the problems of at-risk youth, strategies designed to address those problems, and techniques with detailed instructions for structuring and maintaining a community partnership program composed of business and industry, civic organizations, educators, parents, and students. It also includes a list of references and additional resources. jeb (43 pages, $8.00)

The School-to-Work Connection
U.S. Department of Labor, Employment and Training Administration. (Ed.). (1990, May).
Washington, DC: Author.

The proceedings of "The Quality Connection: Linking Education and Work," a national conference sponsored jointly by the Secretary of Labor and the Secretary of Education in Washington, DC, on May 15-17, 1990, are summarized in this report. The following topics are addressed: the need to link business and education, the need for applied academic programs, the need for Tech-Prep associate degree programs, the U.S. system of school-to-work transition, the human capital crisis, the need to improve educational assessments, and integrating academic and vocational education. A variety of model programs which are successfully assisting youth in making the school-to-work connection are profiled. mcw (15 pages, no charge)

U.S. Department of Labor
Employment and Training Administration
200 Constitution Avenue, NW
Washington, DC 20210
(202) 535-0659

School-to-Work Transition: Its Role in Achieving Universal Literacy (ERIC Digest No. 106)
Imel, S. (1991).
Columbus: Ohio State University, Center on Education and Training for Employment.

Responding to the fifth National Education Goal (achieving universal literacy in the United States by the year 2000), the author of this Digest focuses on major U.S. businesses becoming involved in strengthening the connection between education and work. The major topics are (1) the need for effective school-to-work transition and its relationship to the goal, (2) the current status of business involvement in school-to-work transition, and (3) common elements of effective connections between education and work. sck (2 pages, no charge)

Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210
(614) 292-4353
(800) 848-4815

States and Communities on the Move: Policy Initiatives to Create a World-Class Workforce
Gold, L. N. (1991, October).
Washington, DC: William T. Grant Foundation Commission on Work, Family and Citizenship.

Over fifty examples of workforce development policy initiatives in the nation's schools are described in this publication. Planning structures for human investment policies, statewide school-to-work transition policies, student apprenticeship, Tech Prep and other experience-based learning initiatives, dropout recovery programs, school-business partnerships, pathways to

William T. Grant Commission on Work, Family and Citizenship
1001 Connecticut Avenue, NW, Suite 301
Washington, DC 20036-5541
(202) 775-9731

postsecondary education, and creative financing mechanisms are among the types of initiatives discussed and chosen to represent a sample of policies and programs nationwide. The document is intended to stimulate more informed debate in legislatures, policy councils, and among citizens. jeb (47 pages, $5.00)

Training and Educating the Work Force in the Nineties: The Rationale for Public-Private Collaboration
Trist, T., & Smith, C. (1988).
Columbus, OH: Center on Education and Training for Employment.

Center on Education and Training for Employment
Publications Office
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 (in OH)
(800) 848-4815

Technology is changing even low-skill jobs which results in a growing gap between skills that workers have and those that employers need. Turning the situation around will take the cooperative training efforts of both public and private sectors. The authors explain that there are two ways of coping with shortages in the labor supply. The first is "de-skilling," breaking tasks down into simple subunits that low-skilled workers can handle. The second is through restructuring, reorganizing the workplace so that workers "learn more on the job, understand the whole system in which they are working, and take greater responsibility for their work."

Although the latter way is preferable, it "demands a work force possessing higher-order thinking skills and adaptive abilities" which according to the authors is what's currently missing. Training should be a real collaborative effort. Federal vocational programs should permit greater flexibility, more service to the disadvantaged, and more private sector participation. Incentives in JTPA should foster longer-term investments in education and training; the federal government should support more public-private training. Greater effort should go into developing and using techniques that teach higher-order and cognitive skills and that focus on preparing workers for high/tech growth industries. The authors write, "The need for partnerships among deliverers of training in the public and private sector has reached a critical point. If U.S. businesses are to be competitive in the world marketplace, public providers of training—including vocational and adult educators—and employer-based providers of training must find ways to pool their knowledge." sck (56 pages, $6.00 prepaid)

Training Strategies: Preparing Noncollege Youth for Employment in the U.S. and Foreign Countries
Frazier, F. (1990, May).
Washington, DC: U.S. General Accounting Office.

Requested by the Subcommittee on Education and Health and the Subcommittee on Education and Labor from the GAO, this report contains information on (1) the weaknesses in the U.S. education and training system for preparing noncollege youth for employment, and (2) foreign strategies that appear relevant to the U.S. shortcomings. Policy actions are also included that might be considered by the federal government and by state and local governments.

Researchers found that insufficient attention is devoted to preparing noncollege youth in the United States. There is no national policy to prepare noncollege youth systematically for the labor market. Approaches used by foreign countries that may be relevant for the United States include (1) expectation that students will do well in school, (2) assistance provided by schools and the employment community in the students' transition from school to work, (3) use of competency-based national training standards to certify skill competency, and (4) extensive investment in jobless out-of-school youth to assure them a job or further education and training. ztb (GAO/HRD-90-88, 68 pages, no charge single copy)

Superintendent of Documents
U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20877
(202) 275-6241

Transition from School to Work: Linking Education and Worksite Training
Frazier, F. (1991, August).
Washington, DC: U.S. General Accounting Office.

This report examines the benefits and characteristics of high-quality cooperative education programs–those most likely to exhibit the potential for facilitating youth's transition to work–and barriers to expansion. The United States provides noncollege youth with relatively little assistance for entry to the workforce. Apprenticeships are not widely used, nor is it generally a program for youth; the average age of U.S. apprentices is twenty-nine. However, apprenticeship-like programs, notably cooperative education, do provide U.S. youth a formal bridge from school to work. Offered in high schools and two- and four-year colleges, cooperative education combines classroom instruction with work experience and on-the-job training related to a student's career goals.

Superintendent of Documents
U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20877
(202) 275-6241

In this study, the General Accounting Office (GAO) examined high school and community college programs. About 430,000 high school students were enrolled in cooperative education programs during the 1989-1990 school year. Both students and employers can benefit from participating in these programs. Students attain work orientation, job skills, and often, permanent employment and are also more likely to stay in school and pursue additional education. Employers gain access to a prescreened pool of employees.

Efforts to expand participation in cooperative education must overcome two major barriers: lack of awareness about programs and a negative perception of cooperative education at the high school level. ldi (52 pages, no charge single copy)

Work-Based Learning: Training America's Workers
U.S. Department of Labor, Employment and Training Administration. (1989, November). Washington, DC: Author.

Office of Work-Based Learning
U.S. Department of Labor
Room N-4649
200 Constitution Avenue, NW
Washington, DC 20210
(202) 535-0540

The changing demographics in the labor force, international competition, and technological change have made training and retraining of all American workers a national priority. In response to this need, the Employment and Training Administration's (ETA) report proposes eight recommendations aimed at increasing the skill level of U.S. workers, highlighting the expansion of structured work-based training which incorporates successful features of the apprenticeship concept, and strengthening and preserving the basic apprenticeship model.

The ETA's recommendations represent a new thrust for the Labor Department which in past years had concentrated its resources and attention almost exclusively on the needs of hard-to-serve population groups including at-risk youth and dislocated workers. The marketplace circumstances now drive the need for work-based training models. The apprenticeship, structured on-the-job training, combined with classroom instruction is viewed as an effective model for learning the job-specific skills needed for today's workers. The report details how the apprenticeship concept of work-based learning might be used to enhance the skills for the current workforce and to assist youth in their transition from school to a meaningful career path. sck (52 pages, no charge)

MODEL PRACTICES, MODEL PROGRAMS, AND STATE MODELS

TASPP receives frequent requests for model programs serving special populations. This listing contains a *selection* of those models and/or practices designed to assist educational personnel to better serve students with special needs in the transition process.

The Comprehensive Local School: Regular Education for all Students with Disabilities
Sailor, W., Anderson, J. L., Halvorsen, A. T., Doering, K., Filler, J., & Goetz, L. (1989). Baltimore, MD: Paul H. Brookes Publishing.

Paul H. Brookes Publishing
P.O. Box 10624
Baltimore, MD 21285
(301) 337-9580
(800) 638-3775

The comprehensive local school (CLS) model is based on the belief that no student is so severely disabled that an appropriate public education cannot be delivered at the same school the child would have attended if he or she had no disabilities. The five phases of this model are described that help promote development of unified, comprehensive educational delivery that is consistent with federal policies and extends benefits from preschool through high school and beyond for students with disabilities. The five phases of the CLS model are as follows: (1) mainstreaming young children with disabilities; (2) integrated educational services in the elementary school years; (3) community intensive instruction in the intermediate and middle school years; (4) transition from school to work and community service; and (5) the postschool years: integrated support work and community living. sck (288 pages, $33.00)

Final Report: The Implementation of the WAVE
The Institute for Educational Leadership. (1990, August)
Washington, DC: Work, Achievement, Values, and Education (WAVE).

WAVE
501 School Street, SW, Suite 600
Washington, DC 20024-2713
(202) 484-0103
(800) 274-2005

This report evaluates the effectiveness of the first-year implementation of the WAVE program, utilizing a four-year, competency based curriculum focused on academic remediation, employment readiness, career awareness, and lifeskills development program. The WAVE is a carefully designed program which seeks, through multiple programmatic strategies, to help at-risk young people in grades nine through twelve to improve their prospects for academic and personal success.

Included in the report is an overview of The WAVE program, the support services provided to the thirteen WAVE demonstration sites by Work, Achievement, Values, and Education staff, and the purpose and process of the Institute for Educational Leadership's (IEL) evaluation of the first-year implementation of WAVE. The different school environments in which WAVE was implemented in the thirteen demonstration sites are described to provide a context for the broader discussion of program components. Findings of IEL's assessment of the implementation are presented in four sections: (1) students in the demonstration sites, (2) teachers, (3) curriculum, and (4) program activities.

IEL's conclusions about the first year of WAVE in the demonstration sites discusses institutionalization issues which may affect the continuation and expansion of WAVE in the future. IEL's recommendations to assist WAVE with program refinements, implementation in new sites, and institutionalization of WAVE are presented as follows: (1) summary recommendations derived from suggestions across the demonstration sites themselves and (2) cross-site recommendations derived from IEL's observations. Summaries of site visit reports for each demonstration site are also provided. mcw (68 pages, $4.50)

Illinois Transition Planning Guide: Directions Manual
Illinois Transition Project. (1988).
Carbondale: Author.

Illinois Transition Project
Department of Special Education
Southern Illinois University
Carbondale, IL 62901
(618) 453-2668

The major components provided in the Transition Planning Guide (TPG) directions manual are (1) descriptive information, (2) transition planning participants, (3) desired post-school outcomes, (4) needed services, and (5) follow-up. The form and format of the TPG is designed to be useful for individual planning, community needs assessment, and statewide systems analysis. A TPG student form is included with the manual. sck (28 pages, $1.50)

Illinois Transition Project: Transition Plan Development for Special Education Students in Illinois Public Schools
Bates, P., Suter, C., & Poelvoorde, R. M. (1988). Carbondale, IL: Illinois Transition Project.

Illinois Transition Project
Department of Special Education
Southern Illinois University
Carbondale, IL 62901
(618) 453-2668

This report provides a background on the study of an Illinois state transition plan by the Illinois Transition Project which involves three interrelated compenents: (1) development and expansion of effective public school options, (2) development and expansion of effective post-school options, and (3) development of an individualized planning process for determining post-school goals and encouraging the development of needed service options and program coordination. Twelve recommendations for a state plan are provided, as well as background information, observations, recommendations, and other supporting information. Sponsored by the Governor's Planning Council on Developmental Disabilities. sck (80 pages, no charge)

Innovative Practices in Transition Services
Department of Special Education, Illinois State Board of Education. (1989, May). Springfield, IL: Author.

Illinois State Board of Education
100 N. First Street
Springfield, IL 62777-0001
(217) 782-6601

The practices described in this booklet have been selected by the Illinois State Board of Education's *Innovative Practices in Transition Services for 1988-89*, based upon a search conducted to (1) highlight the importance of providing excellent transition services to youth and young adults who have disabilities, (2) recognize and honor entities providing such services, and (3) provide prototypes that others may model. Category headings for the practices are (1) community-based instruction, (2) cooperative efforts within and across organizations, (3) curriculum development, (4) information dissemination, (5) methods of linking/coordinating cross-disciplinary with entities in creating individualized plans, (6) personnel preparation, (7) preparation for adult life, and (8) staff development. A total of nineteen programs are described. Appendices with program and cover application are included. jeb (97 pages, no charge)

Master Plan for Transitional Services
Board of Education of Salt Lake City. (1989, September).
Salt Lake City, UT: Author.

Utah State Office of Education
Special Education Section
250 E. Fifth South
Salt Lake City, UT 84111
(801) 538-7500

This planning document was developed out of concern, commitment, and a progressive stance taken towards the development and implementation of appropriate transition programs by the Board of Education of Salt Lake City and district staff. This document provides direction to the district in the identification of critical problems, services, and procedures to ensure that the transitional needs of students who are at-risk are being fulfilled. Also provided is background information, a detailed description of the conceptual framework for the Transition Services Implementation Plan, and an evaluation model for the Plan. sck (43 pages, no charge)

Secondary Special Education and Transition Teams Procedures Manual
Halpern, A. S., & Nelson, D. J. (1988, September).
Carson City: Nevada Department of Education.

Nevada Department of Education
400 W. King Street
Capitol Complex
Carson City, NV 89710
(702) 687-3100

In Nevada, transition teams have been formed and located in counties throughout the state. The purpose of these teams is to discover and to implement new and better ways of providing secondary special education and transition services to improve the transition process. The manual describes the founding and operation of transition teams with sufficient detail to assist teams in getting started and functioning effectively. The early parts of the manual provide guidelines for the procedures that can be used by transition teams to structure the work that is done by these teams. Later sections include a description of funding resources and a collection of useful forms and instruments for helping teams to do their work in addition to a section which describes the underlying rationale for the work of transition teams and the final section documents the accomplishments of transition teams up to the point of the manual's publication. sck (150 pages, no charge)

Special Education and Vocational Education Planning Guide for Vocational Training and Placement of Students with Disabilities (2nd ed.)
Minnesota Department of Education, Unique Learner Needs Section, Vocational Education, & Institute on Community Integration, University of Minnesota. (1989).
Little Canada: Minnesota Curriculum Services Center.

This guide was developed for three reasons: (1) to provide information from which teachers, parents, administrators, advocates, students, and other involved individuals and agencies can make informed decisions concerning vocational programs and services for disabled youth; (2) to clarify the process and responsible authority(s) for the delivery of vocational opportunities to youth who have disabilities; and (3) to demonstrate a cooperative effort between Minnesota's state agencies to assure quality educational opportunities and to meet the varied needs of the state's students who are disabled.

The Planning Guide was designed as an administrative tool, requiring participation and support of teachers, adult service agency staff, students, and parents whenever possible and outlines only those aspects of service delivery where special education and vocational education tasks must be coordinated. These joint tasks focus on the responsibilities and activities of the service providers working on behalf of the student rather than on specific student activities. Twenty-three tasks are presented in the following six planning component areas: (1) identification, (2) assessment, (3) student IEP planning, (4) student IEP implementation, (5) postschool transition planning, and (6) administrative planning. Each component is comprised of five parts: compliance standard, task, procedure, responsible authority, and evaluation questions. Resource suggestions and sample forms have been included at the end of each component section. The final portion of the planning guide contains those citations from federal law or state statute listed as compliance standards under the six planning component areas. sck (128 pages, $11.95)

Minnesota Curriculum
Services Center
70 W. County Road, B2
Little Canada, MN 55117
(612) 483-4442

Successful Vocational Rehabilitation of Persons with Learning Disabilities: Best Practices
The Wisconsin Association for Children and Adults with Learning Disabilities, The Vocational Studies Center, & The Wisconsin Division of Vocational Rehabilitation. (1989, September).
Madison: University of Wisconsin at Madison, The Vocational Studies Center.

Vocational Studies Center
University of Wisconsin at Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706
(608) 263-2929

The objectives of this study were to (1) identify the best practices suggested by research and by practitioners for the vocational rehabilitation of persons who are learning disabled, (2) field test and evaluate these potential best practices, (3) assist vocational rehabilitation personnel in the implementation of the best practices, and (4) disseminate the best practices through state and national inservice training workshops and through sales on a cost recovery basis. This handbook contains detailed descriptions of eighty-three "best practices" and an annotated bibliography of print and audiovisual materials. These are grouped as follows: program operations, application/eligibility determination (including vocational assessment), individualized written rehabilitation plan, training, and employment. Vocational rehabilitation counselors, job developers and placement specialists, individuals with learning disabilities, parents and advocates, special educators, vocational educators, community-based agency personnel, employers/personnel directors, and anyone who wishes to improve the vocational rehabilitation of persons with learning disabilities can use this information. sck (599 pages; $35.00, plus shipping)

A Transition Model
Iowa Transition Initiative. (1990, January).
Des Moines, IA: Author.

Iowa Transition Initiative
Drake University-MPRRC
Des Moines, IA 50311
(515) 271-3936

Developed by the Iowa Transition Initiative, a multi-agency supported effort to assist individuals with disabilities in their movement from school to adult life, this comprehensive transition model incorporates information gathered within and outside of Iowa. It represents a collaborative effort to meet the ongoing transition needs of individuals with disabilities through existing agencies, resources, and services and its purpose is to provide consistency, guidance, and strategies to local areas as they coordinate services for transition with other agencies. A transition process flowchart, organizational structure model, transition process matrix, approaches to the identification of

individual needs of persons with disabilities, an in-depth prototype, and the implementation plan are included. It may be of use to other such steering entities or to local schools and community-based agencies involved in the coordination of transition services. jeb (115 pages, no charge)

Transition/School-Community Project: Implementation Manual-1989
Materials Production, Durrett Education Center (Ed.). (1989).
Louisville, KY: Author.

Jefferson County Public Schools
Materials Production
Durrett Education Center
4409 Preston Highway
Louisville, KY 40213
(502) 473-3011

This document is a compendium of materials used in the Jefferson County Transition/School-Community Project for emotionally disturbed/behavior disordered (ED/BD) students. This project is one of the first in its attempts to deal with concerns about the effective education of these students by using the community-based model of education and focuses on the concept of transition as a strategy, a means to an end. Its goal is that all students participating in Transition/School-Community will be able to function successfully in any natural environment they encounter upon completion of their school experiences. This project will address these needs by offering inservice to teachers and teacher assistants over a three-year period. Orientation service will also be offered to parents of these students and community representatives involved in their transitional programming. It is emphasized that this project is not considered, by the professionals involved, to be the ultimate answer for the problems faced by ED/BD youth, but an attempt to meet a need that was not currently being met–the need to make the education of these students relevant to their current and future needs and to slow the high rate of failure they encounter when their school experience is over.

The implementation manual is divided into the following sections: the concept of transition/school-community, a seven-phase process for generating an individual education plan, domains, and the necessary forms. Data and documentation forms and a parent/guardian packet are included in the appendices. mg (337 pages)

Transition Strategies that Work: Profiles of Successful High School Transition Programs
Johnson, D. R., Thompson, S. J., & Mathie, B. A. (1991, June).
St. Paul: University of Minnesota, Institute on Community Integration, and Minnesota Department of Education, Unique Learner Needs Section.

Institute on Community Integration
Publications Office
University of Minnesota
150 Pillsbury Drive, SE
109 Pattee Hall
Minneapolis, MN 55455
(612) 624-4512

Twenty-three transition programs in Minnesota selected as exemplary by the State Transition Interagency Committee are profiled in this resource guide. Criteria for program inclusion was identified by educators and agency staff from throughout Minnesota. These criteria, viewed as critical to effective planning for the transition of students with disabilities from school to adult life, were compiled into a set of quality standards used as the basis for this guide.

Within each profile is an overview of the program, a description of the needs it was designed to meet, a summary of its establishment and operation, an account of its results, and additional comments made by the authors. To assist readers in identifying the programs that most closely model strategies applicable in their situations, each profile includes a list of the following descriptors: participant disabilities, transition planning areas addressed, ages served, size/location of community, and quality standards emphasized. The guide is designed to provide options for readers to further explore and adapt for use with the students they serve. sck (60 pages, $3.00)

Utah's Transition Guidelines for Students at Risk and Students with Mild/Moderate Handicaps
Utah State Board of Education. (1990, March).
Salt Lake City: Author.

Utah State Office of Education
250 E. 500 South
Salt Lake City, UT 84111
(801) 538-7500

In order to help facilitate successful transitioning of students who are disabled on a statewide initiative, the Utah State Board of Education has created a step-by-step guide for involving administrators, special educators, vocational educators, agencies, families, students, and communities in the transition process. The guidelines, tasks, and example materials are designed to give school districts direction in planning transition programs. The guidelines serve as best practice procedures and are not presently mandated by the Utah State Office of Education.

The guide is divided into five comprehensive steps: (1) planning, (2) personnel preparation, (3) family/

student preparation, (4) service delivery, and (5) follow-up. Step I outlines twelve tasks to assist districts in establishing transition committees, policies, procedures, and community/agency support. Step II lists four tasks which provide districts with inservice topics to address the training of teachers, administrators, and other personnel involved in the transition process. Step III analyzes and guides the four tasks inherent in providing initial training/inservice to parents and families about programs, procedures, skills, and services available to their children. Step IV provides nine tasks designed to assist teachers as they carry out their responsibilities in the transition process which include using the IEP/ITP process to appropriately identify programming and placement of students. The tasks listed in Step V provide districts direction in planning follow-up studies to assess program effectiveness. sck (111 pages, no charge)

PROFESSIONAL RESOURCES

This section includes print resources of direct interest to professionals serving students in transition programs.

ANNOTATED BIBLIOGRAPHIES AND LITERATURE REVIEWS

Annotated Bibliography on Transition from School to Work (Vol. 4)
Leach, L. N., & Harmon, A. S. (1989).
Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

This includes material to (1) assist professionals in locating resources on transition and evaluation, and (2) facilitate information sharing and communication among professionals of all disciplines involved in transition. Coverage is representative of what has preceded current transition efforts, what is going on now, and what is recommended for future analysis and study. Entries include but are not limited to journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, and research reports. A separate section of video productions is also included. sck (248 pages, $15.00)

Secondary Transition
Intervention Effectiveness
Institute
University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333-2325

Annotated Bibliography on Transition from School to Work (Vol. 5)
Harmon, A. S., & Leach, L. N. (1990).
Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

This volume is the fifth in a series of monographs documenting the field of transition. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, and research reports. The compilers searched Office of Special Education and Rehabilitative Services-funded demonstration projects, computerized databases, journals, article references, bibliographies, and association and agency publications. jeb (274 pages, $8.50)

Secondary Transition
Intervention Effectiveness
Institute
University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333-2325

Transition Literature Review: Educational, Employment, and Independent Living Outcomes (Vol. 3)
Harnisch, D. L., & Fisher, A. T. (1989).
Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

Intended for researchers, policy analysts, and practitioners, this examines literature addressing educational, employment, and independent living outcomes across ten disabilities as well as populations at risk. Systematic information was gathered and represent the following disabilities: learning disabilities; speech impairments; mild, moderate, and severe/profound mental retardation; serious emotional disturbance; hearing impairment and deafness; orthopedic disabilities; visual disabilities; multiple disabilities; other health impairments; deaf-blindness; and educationally at risk. The abstracts provide a valuable resource in the examination of transition issues for youth with disabilities. jeb (295 pages, $8.50)

Secondary Transition
Intervention Effectiveness
Institute
University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
217-333-2325

Youth in Transition: A Description of Selected Programs Serving Adolescents with Emotional Disabilities
Modrcin, M., Coleman, C., & Robison, J. (1989, September).
Portland, OR: Portland State University, Research and Training Center.

Detailed descriptions of existing youth transition programs are provided in this publication. Residential treatment, hospital and school based, case management, and multiservice agency transition programs are included. Funding, philosophy, staffing, program components, and services information is provided for each entry. ldi (163 pages, $6.50)

Research and Training Center
Regional Research Institute
for Human Services
Publications Coordinator
Portland State University
P.O. Box 751
Portland, OR 97207-0751
(503) 725-4040

Youth in Transition: Resources for Program Development and Direct Service Intervention
Modrcin, M., Coleman, C., & Robison, J. (1989, September).
Portland, OR: Portland State University, Research and Training Center.

The transition needs of adolescents including educational and vocational issues, programs and curriculum, research overviews, interpersonal issues, and skills training are included in this annotated bibliography. ldi (163 pages, $6.00)

Research and Training Center
Regional Research Institute
for Human Services
Publications Coordinator
Portland State University
P.O. Box 751
Portland, OR 97207-0751
(503) 725-4040

DIRECTORIES

1990-91 Chronicle Student Aid Annual
Downes, P. (Ed.). (1991).
Moravia, NY: Chronicle Guidance Publications.

Chronicle Guidance Publications
P.O. Box 1190
Moravia, NY 13118-1190
(800) 622-7284

More than twenty listings relevant to the education of individuals with disabilities are included in this comprehensive listing of programs of financial aid. Sources of aid are identified by several descriptors including academic interests, types of assistance (grants, loans, work), and types of programs (essay contests, internships, research, study abroad). A topical publications listing, sources of state aid, and an extensive background on the National Apprenticeship system are included. mcw (431 pages; $19.95, plus 10% for shipping and handling)

1991-1992 Directory of Facilities and Services for the Learning Disabled (14th ed.)
Academic Therapy Publications. (1991).
Novato, CA: Author.

Academic Therapy Publications
20 Commercial Boulevard
Novato, CA 94949-9986
(415) 883-3314

Published biennially, this directory lists specialized private services including remedial specialists, counselors, full day and residential schools, university affiliated centers, diagnosticians, speech and language personnel, psychologists, specialists in vision and hearing, and other relevant disciplines. Listings are indexed by type of primary service, alphabetically by state or province, and alphabetically by name of facility or provider. Services offered by each facility are described.

Other resources included in the directory include national support organizations, publishers and distributors of special education materials, special education software publishers, educational software networks and distributors, national education clearinghouses, and listings of educational journals and other periodicals. sck (175 pages; no charge, include $3.00 to cover postage and handling)

BOSC Directory: Facilities for Learning Disabled People (1990 ed.)
Slovak, I. (1990).
Congers, NY: Books on Special Children.

Books on Special Children
P.O. Box 305
Congers, NY 10920
(914) 638-1236

This updated directory lists and describes the facilities and agencies serving people who are disabled. It is divided into four sections: schools; independent living programs; centers; and colleges, universities, and agencies. Eleven articles written by professionals on many aspects of the needs of learning disabled people are also included. The entries which cover all age levels contain relevant, descriptive information. sck (154 pages, $25.00)

Career Information Registry of Hearing Impaired Persons in Professional, Technical and Managerial Occupations (CIR/HI)
National Information Center on Deafness. (1988).
Washington, DC: Author.

National Information Center on Deafness
Gallaudet University
Merrill Learning Center, LE 55
800 Florida Avenue, NE
Washington, DC 20013
(800) 999-5599

The directory is an important networking tool for hearing impaired people—whether employed or still in school—who want to identify career possibilities and get firsthand information from registrants about their careers and the challenges they faced along the way. For employers, the directory is a resource identifying a pool of qualified workers. Parents, teachers, and counselors can use the directory as a reference to identify role models and provide inspiration for young, hearing impaired students. sck ($7.00)

Colleges that Enable: A Guide to Support Services Offered to Physically Disabled Students on 40 U.S. Campuses
Tweed, P. K., & Tweed, J. C. (1989).
Oil City, PA: Park Avenue Press.

Park Avenue Press
401 Park Avenue
Oil City, PA 16301
(814) 676-5777

Forty different colleges across the U.S. which offer support services to students with disabilities are listed in this guide. These colleges are considered to be "your best bet" by the authors, based on written information provided by the college and from telephone interviews. The guide is intended for use by college-bound students with disabilities, their parents, vocational rehabilitation workers, and others, providing support services to persons with disabilities.

It presents descriptions of enablers, features that help remove physical and attitudinal barriers to students

with disabilities, and then describes the individual features of the forty colleges. The colleges are organized in alphabetical order within three categories of service level: full service, intermediate service, and basic service. A list of additional publications that may be of assistance to students with disabilities is included. sck (106 pages; $10.95, plus $3.50 shipping and handling)

Compendium of Program Improvement Projects (PIPS): 1984-1990
The Leadership Development Program in Vocational Special Needs Education. (1990). Champaign: University of Illinois, Office of Career Development for Special Populations.

Leadership Development Program, OCDSP
110 Education Building
1310 S. Sixth Street
Champaign, IL 61820

The basic purpose of the Leadership Development Program (LDP) has been to improve and expand the transition and vocational education programs for youth and adults with special needs throughout the state of Illinois. Abstracts for eighty-eight program improvement projects, completed over seven years of the LDP program, are included in this compendium. The results of a survey conducted with past LDP participants suggest that participation in the program results in several improvements in transition and vocational programming for youth with special needs, as well as professional development for the educators. mg (125 pages, no charge)

Compendium of Project Profiles 1989
Rugg, D. (1989).
Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute

Secondary Transition Intervention Effectiveness Institute
University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333-2325

This document is a directory of grants funded under the Office of Special Education and Rehabilitative Services (OSERS) Secondary and Transition Initiative. Included is a description of the Federal Transition Initiative and the role of the Transition Institute at Illinois. Summaries can be found of the descriptive data collected from the projects in each of the current competitions, of each individual competition, of the projects funded under the competition, in addition to a guide to the projects' specific evaluation components and program characteristics. This document is an annual publication, useful for obtaining an up-to-date view of the nationwide transition effort being supported by the U.S. Department of Education, OSERS. jeb (248 pages, $8.50)

Compendium of Project Profiles 1990
Gonzalez, P. A., Carren, M. S., & Lai, Y. R. (1990).
Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

This annual publication of the Transition Institute at Illinois, disseminating data on federal Transition Initiative competitors, is divided into six sections: (1) an introduction; (2) individual case studies, describing a specific client participant for each program; (3) an overview; (4) project profiles with competition description and data summaries; (5) an index; and (6) appendices of project characteristics questionnaire, expired project characteristics questionnaire, and master mailing list for project directors. It is intended for specific use by project directors, Office of Special Education and Rehabilitative Services (OSERS) project officers, and Transition Institute staff. Others involved in the transition effort may also find this document useful for obtaining an up-to-date view of the nationwide transition effort being supported by the U.S. Department of Education, OSERS. Users are encouraged to communicate directly with project contact persons listed on the profiles for obtaining information on specific projects. jeb (424 pages, $8.50)

Secondary Transition
Intervention Effectiveness
Institute
University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333-2325

The Complete Directory for People with Disabilities
Mackenzie, L. E. (Ed.). (1991, October).
Lakeville, CT: Grey House Publishing.

As a comprehensive resource for anyone who needs information on products, resources, programs, and services for children and adults who are disabled, this directory contains entries about physical aids and educational aids as well as program guides and available grants for children and adults who are disabled. In addition, the bibliography directs readers to thousands of outstanding texts available today. The directory covers assistive devices, associations, books, clothing, computers, education, employment, newsletters and magazines, recreation, rehabilitation, toys and games, and transportation. sck (600 pages, $69.95)

Grey House Publishing
Pocket Knife Square
Lakeville, CT 06039
(203) 435-0868
(800) 562-2139

Directory of California Support Services and Programs for Special Populations
Bravo, C. (1991).
Rohnert Park: California Institute on Human Services, Vocational Education Resource System.

Career-vocational education is an important intervention strategy for at-risk students; however, it is not sufficient unto itself. Ancillary instruction, services, and resources needed for transition must also be in place. This directory is the result of efforts to identify such services and resources plus lists California Department of Education and Community College programs which provide training, technical assistance, and/or funding needed for instruction and transition of disadvantaged, disabled, and LEP students. ldi (80 pages, $14.50)

California Institute on Human Services
Vocational Education Resource System
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

Directory of Residential Centers for Adults with Mental Disorders and Developmental Disabilities (1988).
Phoenix, AZ: Oryx Press.

This directory lists residential centers arranged alphabetically by state and city for adults with mental disorders and developmental disabilities. The entries include the names of a contact person, a brief history of the facility, client profile, fees, social and rehabilitative services, and educational or vocational services. Special indexes include a list of centers by the characteristics exhibited by adults, and indexes listing funding sources, and specialized programs. sck (304 pages, $75.00)

Oryx Press
2214 N. Central at Encanto, Suite 103
Phoenix, AZ 85004
(602) 254-6156

Directory of Residential Treatment Facilities for Emotionally Handicapped Children and Youth (2nd ed.)
Sherman, B. S. (Ed.). (1988).
Phoenix, AZ: Oryx Press.

This is a nationwide guide to nearly one-thousand public and private treatment facilities available to children and youth who are emotionally disabled. This volume provides important information such as admission contact person, type of placements accepted, physical setting and background information, and age and characteristics of the children accepted. Also included are tuition and fees, sources of funding for placements, social and rehabilitative services, educational and vocational programs, and referral procedures. Access to listings can conveniently be

Oryx Press
2214 N. Central at Encanto, Suite 103
Phoenix, AZ 85004
(602) 254-6156

made through four indexes with entries arranged by placement, type, characteristics exhibited by residents served, and type of funding available for placement at the facility. sck (304 pages, $74.50)

Education Grants Catalog 1991
Rapzlass, L. (1991, September).
Alexandria, VA: Capitol Publications.

Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444 (in VA call collect)
(800) 847-7772

The one place to find all U.S. Department of Education discretionary grant programs is in this easy-to-use reference. It contains up-to-date information on all of the education department's competitive grant programs, including the purpose, next or most recent deadline, funding information, project period, priorities, regulations, authorizing statute, examples of funded projects, related programs, and contact information (name, address, and phone number). The reference is organized by the following subjects (based on Education Department offices): Elementary and Secondary Education, Special Education, Research, Bilingual Education, Vocational and Adult Education, and Higher Education. Each program is indexed under a variety of subjects. sck ($125.00, out of print)

Guiding the College-Bound Learning Disabled Student: A Directory of Programs and Services at NACAC Member Institutions
Alexander, J., & Rolfe, J. (Comps.). (1991).
Alexandria, VA: National Association of College Admission Counselors.

National Association of College Admission Counselors
1800 Diagonal Road, Suite 430
Alexandria, VA 22314
(703) 836-2222

This guide examines the scope and availability of services to learning disabled students and provides school counselors with information that will assist learning disabled students in successfully entering and studying at the college level. This resource contains information about more than one-thousand programs and services for learning disabled students at National Association of College Admission Counselors member institutions. cdb (49 pages, $10.00)

Handicapped Funding Directory (7th ed.)
Eckstein, R. M. (Ed.). (1990).
Margate, FL: Research Grant Guides.

Research Grant Guides
Department 3A
P.O. Box 4970
Margate, FL 33063
(305) 753-1754

As a major resource of information for funding sources, this directory profiles more than 1,242 corporations, foundations, government agencies, and associations that fund programs and services for persons with disabilities. It also includes guidelines on how to obtain a grant, addresses of state agencies and their directors, and a bibliography of grant funding publications. sck (251 pages; $39.50, plus $4.00 handling)

HEATH Resource Directory (1991)
Davie, A. R. (Ed.). (1991).
Washington, DC: HEATH Resource Center.

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(202) 939-9320
(800) 544-3284

This biannual directory contains updated annotations about more than 150 national organizations useful to those concerned about postsecondary education and disability issues. Topics include advocacy, access, and awareness; community integration; disability-specific organizations; funding; legal assistance; and technology. Contact information is included for the Regional Technical Assistance Offices of the Office of Civil Rights. A toll-free listing of resources concludes the directory. cdb (35 pages, no charge)

Linking Schools and Community Services: A Resource Directory
Mastny, A. Y. (Comp.). (1989).
New Brunswick: Rutgers, The State University of New Jersey, Center for Community Education.

Center for Community Education
School of Social Work
Rutgers, The State University of New Jersey
73 Easton Avenue
New Brunswick, NJ 08903
(201) 932-7798

This resource directory was prepared as part of the project Linking Schools and Community Services. Through the development of an interagency system to link schools and local human service agencies, the project sought to strengthen the ability of public schools to respond to the interrelated social and psychological needs of children. The directory lists organizations, individuals, addresses, and phone numbers for the following: adolescent pregnancy/teen parenting, child abuse and neglect/sexual abuse, child advocacy, dropout prevention, drug and alcohol abuse, sex education, health care, AIDS education, homelessness, mental health, and youth employment and training. sck (80 pages, no charge)

National Directory of Organizations Serving Parents of Children and Youth with Emotional and Behavioral Disorders (2nd ed.)
Norman, L. (Ed.). (1988, September).
Portland, OR: Portland State University, Regional Research Institute for Human Services.

The 344 U.S. organizations in this second edition provide one or more of the following services: education and information, parent training, case and systems level advocacy, support groups for parents and/or brothers and sisters, direct assistance such as respite care, transportation, and child care. sck (313 pages, $8.00)

Research and Training Center
Regional Research Institute
for Human Services
Publications Coordinator
Portland State University
P.O. Box 751
Portland, OR 97207-0751
(503) 725-4040

RESOURCE GUIDES

Bridging the Gap: A National Directory of Services for Women and Girls with Disabilities
National Clearinghouse on Women and Girls with Disabilities. (Comp.). (1990).
New York, NY: Educational Equity Concepts.

Educational Equity Concepts
114 E. 32nd Street
New York, NY 10016
(212) 725-1803

Consisting of a compilation of 324 organizations, contact people, types of direct services, research, or related resource information they provide, this resource directory encompasses cognitive, emotional, health, physical, sensory, and language disabilities. Organizations that primarily serve women are included if ten percent or more of the population served are people with disabilities; however, organizations not meeting the percentage requirement, but providing direct services to women and girls with disabilities, were included. The organizations are classified by category and listed by city and state in the last several pages. sck (135 pages; $15.00 individual, $25.00 institutions)

California Guide to Funding Career-Vocational Education Programs for Students with Special Needs
California Department of Education, Career Vocational Education Division. (1991).
Rohnert Park: California Institute on Human Services, Vocational Education Resource System.

California Institute on Human Services
Vocational Education Resource System
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

Population growth, changes in our demography, and changes in workforce requirements are increasing the responsibility of California career-vocational educators. Special efforts on behalf of students with special needs are needed both for their benefit and for the general welfare of California society. This guide assists educators to secure the support necessary to mount innovative programs and services with special needs students. ldi (187 pages, $16.50)

Education Interface Guide to Corporate and Voluntary Support
Education Interface. (1990).
Skillman, NJ: Author.

Education Interface
1330 Route 206 N.
Skillman, NJ 08558
(609) 497-0777
(800) 222-FUND

Designed to provide school personnel with information on accessing a broad base of educational programs currently funded by corporations, trade and

professional associations, and other private sector initiatives, this guide provides a how-to tutorial on approaching funding, application procedures, proposal writing, and program development.

In two sections, each arranged alphabetically by organization name, it describes corporations' and associations' programs and teaching aids, listing contact persons, geographic preferences for funding, type-of-program preferences, and grade levels supported. The descriptions are clear and sufficient to judge whether or not a letter of inquiry to a particular company or association would be welcome. Matrix indexes by type of program involvement area (e.g., at-risk students, bilingual education, disadvantaged and minority youth, job skills training, leadership development, partnerships, pregnancy prevention, special education, women); academic disciplines (e.g., citizenship, computer training, English as a second language, home economics, science and math, vocational skills); services (e.g., academic enrichment programs, dropout prevention, speakers, summer programs, workshops); resources (ranging from curriculum modules and product donations to videotapes and computer software); partnerships, scholarships, and awards; career development; and educator training and recognition identify which among the three-hundred corporations and one-hundred associations sponsor programs in these various categories. Subscribers receive additional supplements of new corporations and associations periodically. sck (2,000 pages, $375.00/year)

Financial Aid for the Disabled and Their Families, 1990-1991 (rev. ed.)
Schlachter, G. A., & Weber, R. D. (1990, June).
San Carlos, CA: Reference Service Press.

Reference Service Press
1100 Industrial Road, Suite 9
San Carlos, CA 94070
(415) 594-0743

This is a comprehensive listing of the scholarships, fellowships, loans, grants-in-aid, and awards established primarily for America's largest minority—the forty-three million disabled and their children or parents. Funding is open to applicants at any level (from high school through postdoctorate) for education, research, travel, training, career development, or emergency situations. All disabilities are covered, including visual impairments, hearing impairments, developmental disabilities, learning disabilities, and multiple disabilities. Nearly one thousand detailed entries present information on sponsoring organization, purpose, eligibility, funding, and deadline for each program. Additional access is offered through five

indexes: program title, sponsoring organization, subject, geographic coverage, and deadline date. The volume also identifies state educational offices, state agencies concerned with persons who are disabled, and the seventy-five key directories that any individual (disabled or not) can use to locate additional sources of financial aid. sck (309 pages, $35.00)

Grants for Special Education and Rehabilitation: How to Find and Win Funds for Research, Training and Services
Ferguson, J. (1990).
Alexandria, VA: Capitol Publications.

Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444 (in VA call collect)
(800) 327-7203

Meeting the education needs of disabled students—from birth through twenty-one years—requires solid programs, trained personnel, and the money to make it work. Millions of dollars in discretionary funds are available from everything from reform proposals to programs for disabled infants, from dropout prevention models to increasing assistive technology, and from training programs to developing community-based employment services.

This guidebook was designed exclusively for special educators who would like to win additional funds for their programs or schools. It provides a wealth of special education and rehabilitation resources, including a list of all federal competitive grants and a variety of foundation grants; program titles, examples, descriptions and contacts; information sources to update funding opportunities; and sample forms, charts, and logs. sck (90 pages, $58.00)

Pocket Guide to Federal Help for Individuals with Disabilities (rev. ed.)
Clearinghouse on Disability Information. (1989).
Washington, DC: Author.

Clearinghouse on Disability Information
Office of Special Education and Rehabilitative Services
Switzer Building, Room 3132
330 C Street, SW
Washington, DC 20202-2524
(202) 732-1241

Written for persons who are blind, deaf, or developmentally disabled, their families, and service providers, this publication contains information on government-wide benefits and services for which individuals with disabilities may be eligible. The names and addresses of various federal agencies are included and categorized by the following headings: developmental disabilities, vocational rehabilitation, education, employment, financial assistance, medical assistance, civil rights, housing, tax benefits, and transportation. sck (35 pages, no charge)

Resources for Adults with Learning Disabilities (1991)
Payne, M. (Ed.). (1991).
Washington, DC: HEATH Resource Center.

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 22036-1193
(202) 939-9320
(800) 544-3284

This expanded edition contains a checklist of characteristics which may indicate that a learning disability is present, suggestions for assessing the disability, publications, organizations, national clearinghouses, basic/remedial education for adults, postsecondary education and training options, employment resources, and a listing of toll-free numbers to call for additional information. cdb (12 pages, no charge)

Resources to Facilitate the Transition of Learners with Special Needs from School-to-Work or Postsecondary Education
Kallembach, S. C. (Comp.). (1989, January).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program. (ERIC Document Reproduction Service No. ED 308 317)

National Center for Research in Vocational Education
Materials Distribution Service Center
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

This guide is intended to assist state and local administrators of vocational special needs programs, special needs teachers, counselors, and others interested in strengthening the transition of special needs learners to workplaces and continuing education programs. Resources listed include handbooks, curriculum guides, and other materials produced by state departments, OSERS and state-funded projects, organizations, and associations. Journals, newsletters, annotated bibliographies, and directories addressing transition issues are included. Clearinghouses, state vocational and technical education curriculum centers, associations, organizations, education information services and a list of toll-free numbers can also be found.

Materials listed in the guide are categorized by the common components of transition: functional school curricula, integrated school services, interagency cooperation, cooperative planning, staff development, community-based instruction, parental involvement, employment, and support services. For each entry, an annotation is provided along with the price and ordering information whenever possible. sck (MDS-002, 130 pages, $6.00 prepaid)

The Schoolsearch Guide to Colleges with Programs or Services for Students with Learning Disabilities
Lipkin, M. (1990).
Belmont, MA: Schoolsearch Press.

Schoolsearch Press
127 Marsh Street
Belmont, MA 02178
(617) 489-5785

More than six-hundred colleges and universities nationwide that have programs or services for students with learning disabilities are provided in this guide. Each profile contains key information on admissions, special services available, majors, sports/activities, and general information. A program section contains information on the number of students with learning disabilities enrolled at each school, diagnostic testing available, learning center staff and services, and the application process for the learning disabilities program. The guide also answers questions that students with learning disabilities frequently ask regarding colleges. cdb (696 pages, $29.95)

Selected Vocational Preparation Resources for Serving Rural Youth and Adults with Special Needs
Kallembach, S. C., Burac, Z., & Coyle-Williams, M. (1991).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program.

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

Unique, multifaceted problems confront rural education as educators struggle to provide vocational programming to rural youth and adults. This resource guide was developed in response to this challenge and is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others serving rural youth and adults to locate resources.

Print publications, newsletters, journals, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases are included. They are categorized according to the following issues and strategies: rural education reform, youth at risk, teen parent, transition, support services/programs for adults, and delivery system models. References on rural conditions/rural development and general background literature highlight the demographics and challenges of rural education. The resource guide is not intended to be an exhaustive listing of all available resources, but, rather, materials are included which are

representative of the field. For each entry, an annotation, the price, ordering information, and address (whenever possible) are provided. Resources should be ordered directly from the publisher listed in each annotation. To avoid duplication, most entries appearing in previous resource guides developed by TASPP concerning relevant rural issues of transition, youth at risk, students with limited English proficiency, and teen parents were omitted. sck (MDS-192, 72 pages, $4.50 prepaid)

Selected Vocational Preparation Resources for Serving Urban Youth and Adults with Special Needs
Kallembach, S. C. , Burac, Z., & Coyle-Williams, M. (1991).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program.

Urban education is a critical national issue. Complex, multifaceted problems confront urban education as struggling systems face the difficult challenges of addressing the educational needs of urban youth and adults. Hopes for improving urban schools depend largely on our understanding the complex needs of youth and adults who populate our city schools. This resource guide was developed in response to this challenge and is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others serving youth and adults in urban settings to locate resources.

Print publications, newsletters, journals, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases are included and categorized according to the following issues and strategies: urban education reform, dropout prevention, teen parent, transition, and support services/programs for adults. References on general background literature highlight the demographics and the challenges facing urban education. This resource guide is not intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. An annotation, the price, ordering information, and address is provided for each entry (whenever possible). Resources should be ordered directly from the publisher listed in each annotation. Most entries appearing in previous resource

National Center for Research
in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

guides developed by TASPP concerning relevant urban issues of transition, youth at risk, students with limited English proficiency, and teen parents were omitted to avoid duplication. sck (MDS-193, 50 pages, $3.00 prepaid)

Specially Yours: Free and Inexpensive Resources for Assisting Handicapped, Disadvantaged and Limited-English-Proficient Students in Career-Vocational Preparation (rev. ed.)
Vocational Education Resource System (VERS) Sonoma State University, & Vocational and Occupational Information Center for Educators (VOICE), California State Department of Education. (1989, January).
Sacramento: Author.

Vocational Education Resource System
Sonoma State University
California Institute on Human Services
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

This resource manual is designed to assist educators who want to better serve disabled, disadvantaged, and limited-English-proficient students in secondary education career-vocational preparation programs. It provides relevant information in a concise format regarding materials, services, and equipment which are available at low or no cost to school personnel. The resources compiled include key elements around which career-vocational preparation educators are expected to plan with an emphasis on transition from school to work, employability skills, infusion of academic core competencies, career awareness, and job-specific skills training. The sections are (1) administration and accountability, (2) assessment/career planning and counseling, (3) community services and businesses, (4) curriculum adaptations and instructional modifications, (5) equal education, (6) employability skills and job development, (7) professional development news and networks, (8) facility access, and (9) child care for teenage parents. sck (360 pages, $18.50)

Students Who are Deaf or Hard of Hearing in Postsecondary Education
Davie, A. R. (1990).
Washington, DC: HEATH Resource Center.

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(800) 544-3284

This publication provides a description of the range of post high school education opportunities, as well as the auxiliary aides now in use by students who are deaf or hard of hearing. Several options for the student to consider when selecting postsecondary programs and the accommodations that are usually requested by this

population are listed. Tips for students, instructors, and campus administrators to help them anticipate requests and provide recommended and appropriate accommodations are included. A resource section provides information for ordering publications or contacting colleges, universities, and relevant national organizations. mcw (8 pages, no charge)

Supported Employment Resource Guide
National Association of Rehabilitation Facilities. (1990).
Washington, DC: Author.

National Association of Rehabilitation Facilities
P.O. Box 17675
Washington, DC 20041
(703) 648-9300

Sections on special populations and areas of interest concerning supported employment are contained in this guide which includes an in-depth bibliography that covers employers, supported employment models, job coaching, transitional programming, community integration, work disincentives, and benefits/costs. The media resources section lists newsletters and information packets from organizations that provide supported employment or technical assistance. sck (no charge, members; $7.50, nonmembers)

Vocational Rehabilitation Services: A Postsecondary Student Consumer's Guide (rev. ed.)
Davie, A. (1989, Fall).
Washington, DC: HEATH Resource Center.

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(202) 939-9320 (local)
(800) 544-3284

A guide to accessing the federal and state funded Vocational Rehabilitation Services program, this summarizes information about the services of the program. The following questions are answered: What is vocational rehabilitation? Where can I find Voc Rehab offices? How do I contact the local VR office? What will happen when I go to a VR office? Will I automatically receive services if I have a disability? How will my eligibility be determined? Who will pay for these services? What is an IWRP? What if I disagree with my VR counselor? and When will VR services stop? A list of other publications available from the HEATH Resource Center is included. mcw (4 pages, no charge)

Women with Disabilities: Issues, Resources, Connections
Traustadottir, R. (1990, July).
Syracuse, NY: Syracuse University, Center on Human Policy.

Center on Human Policy
Syracuse University
200 Huntington Hall,
2nd Floor
Syracuse, NY 13244-2340
(315) 443-3851

This information packet introduces issues relevant to the topic of women and girls with disabilities. It contains an overview of the literature on this topic; examines the lives of women with disabilities who are subject to a combined discrimination based on gender and disability; and examines major areas of life (the traditional female sphere of reproduction and nurturing, education, and employment) and compares how women with disabilities fare within these areas, compared to women without disabilities and men with disabilities. An annotated listing is provided on resources by or about females with disabilities, regarding general issues, life histories and personal accounts, education, employment and rehabilitation, health issues, motherhood and reproductive rights, sexuality and sexual abuse, and fiction. The packet also provides information on teaching materials about females with disabilities designed for use in schools as well as in organizations, workshops, and meetings; relevant services; support groups; organizations; and periodicals. Tips for developing networking projects are also included. jb (143 pages, $5.70)

The Workplace Workbook: An Illustrated Guide to Job Accommodation and Assistive Technology
Mueller, J. (1990).
Washington, DC: Dole Foundation.

The Dole Foundation
1819 H Street, NW, Suite 850
Washington, DC 20006
(202) 457-0318

Suggestions for accommodating people with disabilities are contained in this workbook. The first section describes the "universal workplace." Seating, storage, work stations, computers, information displays, communication devices, and controls for workers with specific functional limitations resulting from disabilities are graphically illustrated. The last section of the guide presents databases, publications, consumer and rehabilitation professionals, research organizations, and other technical resources for locating, evaluating, and acquiring needed assistive technology. ztb (109 pages, $32.90)

JOURNALS

The following entries represent various journals available to researchers, policymakers, parents, individuals who are disabled, secondary and postsecondary educators, administrators, counselors, and others interested in improving the transition process of special populations.

The Career Development Quarterly
This practitioner-oriented, quarterly journal, formerly known as *The Vocational Guidance Quarterly*, is read by more than six-thousand professionals in career counseling and career education in a wide range of settings. Published four times a year, this journal contains articles on timely topics, periodic reviews of assessment instruments, and resources. sck ($20.00)

American Association for Counseling and Development (AACD)
Order Services
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800 (in VA)
(800) 545-AACD

The Disability Accommodation Digest
Published quarterly, the *Digest* contains information and articles of interest to persons concerned about the implementation and enforcement of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Several columns include "Ask the Experts," responding to readers' questions and concerns; "Significant Cases and OCR Findings," providing brief discussions of those rulings that are significant to postsecondary institutions; and "On the Horizons," presenting developing issues and trends as well as new products and services. sck ($30.00/year, members; $60.00/year, nonmembers)

Association on Higher Education and Disability (AHEAD)
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972

Foundation News
As the news magazine of the grantmakers', it provides special management reports on corporate and private giving, community relations, strategic planning, legislation, and tax regulations as they affect the arts, education, health care, social services, and the environment. Also included are in-depth reports on today's critical issues, innovative new programs, financial management surveys, balance sheet advice, and profiles of pacesetting grantmaking organizations, nationally, regionally, and locally. ORDERING ADDRESS: Foundation News, Philanthropy and the Nonprofit Sector, P.O. Box 2029, Langhorne, PA 19047-9530. Articles are to be submitted to the first address. sck (6 issues/year, $29.50; 12 issues/2 years, $53.00)

Arlie Schardt, Editor
Philanthropy and the Nonprofit Sector
1828 L Street, NW
Washington, DC 20036
(202) 466-6512

Journal for Vocational Special Needs Education
Published three times a year (January, May, and October) by the National Association of Vocational Education Special Needs Personnel, this journal's audience includes vocational and special educators concerned with the vocational education of students with special needs and state departments of vocational education and special education. It contains articles pertaining to vocational preparation for students with special needs including teacher preparation, program design, student characteristics, materials and methods modification, community resource development, pre-vocational experiences, and cooperative work arrangements. sck ($18.00 individual, $6.50 single copy)

Gary Meers, Editor
Journal for Vocational Special Needs Education
518 E. Nebraska Hall
University of Nebraska
Lincoln, NE 68588-0515
(402) 472-2365

Journal of Employment Counseling
Published quarterly, this journal covers theory and practice of interest to state employment counselors, vocational counselors, college placement counselors, counselor educators, and counselors in business and industry. Topics such as how to evaluate programs and assessment instruments, employee assistance programs, retraining of unemployed groups, and application of career development theories are included. Case studies on issues such as single parent families are also included. sck ($11.00 individual)

Robert Drummond, Editor
American Association for Counseling and Development (AACD)
Order Services
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800 (VA only)
(800) 545-AACD

Journal of Offender Rehabilitation
Published biannually, this journal serves the needs of professionals in the areas of criminal justice, corrections, and social services. Each issue is devoted to material dealing with programs and research focusing on key prospects and obstacles involved with the ex-offender returned to the community. sck ($40.00/ individuals; $75.00/institutions; $150.00/libraries; $4.00/ sample)

Nathaniel J. Pallone, Editor
The Haworth Press
10 Alice Street
Binghamton, NY 13904-1580
(800) 342-9678

Journal of Postsecondary Education and Disability
Of interest to professionals who provide education and services to postsecondary students with disabilities, this quarterly publication provides in-depth examinations of research, issues, policies, and programs in postsecondary education. sck ($30.00 individual)

Martha Ozer, Editor
Association on Higher Education and Disability (AHEAD)
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972 (Voice/TDD)

Journal of Rehabilitation Research and Development
Rehabilitation technology is the focus of this quarterly journal of the Veterans Administration Rehabilitation Research and Development Service. Articles cover current research and resources, and a calendar of events is included in each issue. sck (no charge; also available in electronic format–contact the above address for more information)

Office of Technology Transfer
VA Prosthetics Research and Development Center
103 S. Gay Street
Baltimore, MD 21202
(301) 962-1800

Journal of Rural and Small Schools
This journal offers practical field-oriented articles and provides a vehicle for rural and small school administrators, educators, school board members, and interested university faculty to publish articles relevant to small district management and instruction. Articles are focused on identified rural or small school service delivery problems, applied theory research, or practical, field-tested solutions. The topics include transition, relevant preservice training techniques, regional service delivery, relevant state education agency models, school board strategies, and unique school-business-community partnerships. Each issue recognizes unique contributions of specific rural and small schools and students. sck ($25.00 per year)

Doris Helge, Director
National Rural Development Institute
Western Washington University
Miller Hall 359
Bellingham, WA 98225
(206) 676-3576

Journal of Vocational Rehabilitation
The focus of this quarterly, topical journal, is current program information on a broad range of topics in vocational rehabilitation. Articles include such topics as psychiatric impairment, supported employment, vocational training, transition from school to work, visual impairment, and career placements. Each issue features a single topic, presenting a series of research-based articles, case studies, program descriptions, literature reviews, and selected evaluation tools. sck ($48.00)

Paul Wehman, Editor
Andover Medical Publishers
Journals Fulfillment
80 Montvale Avenue
Stoneham, MA 02180
(800) 366-2665

Occupational OUTLOOK QUARTERLY
Articles about occupational and career information, including topics such as current labor statistics, trends in occupations, job searching, and resources, are provided in this quarterly publication. sck ($6.50 individual, $2.50 single copy)

Melvin Fountain, Editor
Bureau of Labor Statistics
Publications Sales Center
P.O. Box 2145
Chicago, IL 60690

Phi Delta KAPPAN
Phi Delta Kappa (the professional fraternity in education), the *KAPPAN's* articles, reviews, and news are concerned with educational research, service, and leadership with an emphasis on issues, trends, and policy. Past issues have covered topics such as teen pregnancy prevention, youth at risk, educational reform, the rebirth of vocational education, and Chapter 1 programs. sck ($30.00 individual, $3.50 single copy)

Pauline B. Gough, Editor
Phi Delta Kappa
Eighth Street and Union Avenue
P.O. Box 789
Bloomington, IN 47402-0789
(812) 339-1156

Rural Special Education Quarterly
Published by American Council on Rural Special Education (ACRES), the purpose of the quarterly is to provide articles concerning research in rural special education, federal and other events relevant to rural individuals with disabilities, progressive service delivery systems, reviews of relevant conferences and publications, and resources for rural special educators. sck ($20.00 includes membership, $30.00 nonmember, $50.00 library)

Doris Helge, Director
National Rural Development Institute
Miller Hall 359
Western Washington University
Bellingham, WA 98225
(206) 676-3576

Vocational Education Journal
Published monthly from August through May with combined November/December and January/February issues, the journal includes articles on current issues in vocational education; reports on major employment, technological, and social trends; and provides information on promising practices, programs, and products. The journal is received by all AVA members. Subscriptions are provided to student members at no cost. sck ($24.00 nonmember, $3.00 single copy)

Katharine M. Roberts, Editor
American Vocational Association (AVA)
1410 King Street
Alexandria, VA 22314
(703) 683-3111

WORK: A Journal of Prevention, Assessment & Rehabilitation
This interdisciplinary, peer-reviewed, quarterly journal is devoted to the exchange of information on injury prevention, work assessment, and rehabilitation. Each issue is thematic, with topics ranging from supported employment to industrial rehabilitation to technological advances. The articles cover every age group, including disabled individuals. Articles present the whys behind the how-to's, plus success-proven ideas, and practical, innovative advice. sck ($48.00 individual, $72.00 institution)

Karen Jacobs, Editor
Andover Medical Publishers
Journals Fulfillment
80 Montvale Avenue
Stoneham, MA 02180
(617) 438-8464
(800) 366-2665

Worklife
This quarterly journal, which replaces *Disabled USA*, focuses on employment information that is vital to both employers and persons with disabilities seeking employment. The focus of the articles is on educating employers, persons with disabilities, rehabilitation professionals, and other interested parties on the varied elements that go into the employment of persons with disabilities. One of the purposes of the journal is to provide a forum for issues of interest to employers, rehabilitation professionals, and persons with a disability. sck (no charge)

Dick Dietl, Senior Editor
The President's Committee on Employment of People with Disabilities
1331 "F" Street, NW
Washington, DC 20004-3470
(202) 376-6200 (VOICE)
(202) 376-6205 (TDD)

NEWSLETTERS

The following entries represent various newsletters available to researchers, policymakers, parents, individuals who are disabled, secondary and postsecondary educators, administrators, counselors, and others interested in improving the transition process of special populations.

ABLE
Written for professionals working with marginal students, this quarterly newsletter provides information about the latest research and application, conferences, workshop training, and educational resources. Articles include applied research methods or practices; specific suggestions for helping students develop self-esteem, social and communication skills, and organizational and study skills; and parental involvement. *ABLE/ Insight*, an insert included in the newsletter, is designed to be reprinted for staff development training purposes. sck ($35.00)

Center for Slower Learners
4949 Westgrove, #180
Dallas, TX 75248
(214) 407-9277

The Advance
The goal of this quarterly publication is to provide educational support and facilitate communication among persons involved in or supportive of integrated paid employment opportunities for persons with severe disabilities. Issues have covered the reauthorization of the Rehabilitation Act, job placement, job development, and the Americans with Disabilities Act in the past. Articles offer information on employment opportunities, training opportunities, and conferences. sck (included with APSE membership)

Wendy Wood, Editor
Association for Persons in Supported Employment (APSE)
5001 W. Broad Street, Suite 34
Richmond, VA 23230
(804) 282-3655

Advocate
Articles in this newsletter are presented for people who are interested in current legislative, judicial, and educational issues related to disabilities. Recent articles summarized the Americans with Disabilities Act, Office of Special Education Programs monitoring activities, Individuals with Disabilities Education Act, special education mediation, and children's mental health. It is published six or more times a year. sck ($6.00 Minnesota parent of a child with disabilities; $12.00/year professional or resident out-of-state)

PACER (Parent Advocacy Coalition for Educational Rights) Center
4826 Chicago Avenue, S.
Minneapolis, MN 55417-1055
(612) 827-2966
(800) 53PACER (MN only)

Career Education News
Coverage of issues, programs, projects, materials, and events related to areas such as career education, school-to-work transition, industry-education collaboration in academic and vocational education at all levels, preparation for work, and school improvement are

Diversified Learning
72-300 Vallant Road
Rancho Mirage, CA 92270

featured. Industry-education practitioners will find this newsletter useful in providing up-to-date coverage of work/education activities. It is published the first and fifteenth of every month, September through June. sck ($60.00)

THE CAREER ED-UCATOR
Published periodically as the newsletter of the Career Development Projects, it contains information and new developments from the field about Life Centered Career Education (LCCE). Articles include topics such as functional curriculum, curriculum-based assessment, and transition and highlight model programs and practices. sck (no charge)

Donn E. Brolin, Project Director
Career Development Projects
111 Townsend Hall
University of Missouri at Columbia
Columbia, MO 65211

Career Opportunities News
Each issue of this newsletter contains information on subjects such as employment trends, free and inexpensive career materials, new reports and books, liberal arts education and careers, minority and women's interests, conferences and other activities, financial aid, and women and careers. Published six times a year, the newsletter would be appropriate for career center and community agency personnel, guidance counselors, placement directors, and others interested in career opportunities. sck ($30.00, $25.00 prepaid)

Robert Calvert, Jr., Editor
Garrett Park Press
Garrett Park, MD 20896
(301) 946-2553

Career Planning and Adult Development Network Newsletter
Written for career counselors, human resource specialists, educators, and researchers, this newsletter provides information on current issues, events, and resources of professional interest about career planning and human resource development. sck (included in membership)

Richard L. Knowdell, Editor
Career Planning and Adult Development Network
4965 Sierra Road
San Jose, CA 95132
(408) 559-4946

CenterWork
Information about the National Center for Research in Vocational Education's activities, research, products, upcoming conferences, and available technical assistance is provided in this newsletter. Past issues have covered topics such as Tech Prep, performance standards, integrating vocational and academic education, professional development of beginning vocational education teachers, and the changing occupational structure. sck (no charge)

National Center for Research in Vocational Education
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704
(800) 762-4093

Change Agent
Articles in this newsletter, published three times a year, highlight current best practices, applied research, and resources on topics such as integrating academic and vocational education, Tech Prep, serving learners with special needs, accountability, performance standards, and administration and teacher preparation. Published three times a year, this newsletter would be of interest to practitioners, administrators, researchers, and policymakers concerned about issues in vocational education. sck ($15.00)

National Center for Research in Vocational Education
1995 University Avenue, Suite 375
Drawer CH
Berkeley, CA 94704-1058
(800) 762-4093

Community Integration
The focus of this newsletter is the issue of community re-entry. It reflects the efforts of the Rehabilitation Research and Training Center on Community Integration of Persons with Traumatic Brain Injury to reach out to the field of rehabilitation and to individuals living with the effects of head injury. An information exchange entitled TBI Info, where professionals and families can call for literature searches, is offered through this newsletter. dcb (no charge)

Rehabilitation Research and Training Center on Community Integration of Persons with Traumatic Brain Injury
SUNY
197 Farber Hall
3435 Main Street
Buffalo, NY 14214
(716) 831-2300

The Community, Technical, and Junior College TIMES
Articles in this biweekly newsletter provide the latest statistical research and data, legislation updates, effective programs and practices, resources, and funding opportunities for professionals involved in programs at community, technical, and junior colleges. Included in the articles are topics such as workplace literacy, Tech Prep, college-industry partnerships, and job training programs. A calendar of events is provided as well as announcements of professional job vacancies. sck ($46.00/year, $2.00 single issue)

Bill Reinhard, Editor
American Association of Community and Junior Colleges (AACJC)
AACJC Publications Sales
2700 Prosperity Avenue
Fairfax, VA 22031
(703) 204-INFO

CONCERNS
Articles on a broad range of education issues and policy concerns are included in this newsletter along with legislative updates and project updates which Council of Chief State School Officers (CCSSO) funds concerning transition, limited-English proficient students, equity, and dropout youth. Articles include an overview of state activities concerning issues such as multicultural education, educational reform, health and social services for youth and families, adult literacy, partnerships, and educational and gender equity and present current legislation and resources. sck (no charge)

CCSSO
Resource Center on Educational Equity
One Massachusetts Avenue, NW Suite 700
Washington, DC 20001-1431
(202) 408-5505

Connections
The National Center for Youth with Disabilities publishes this quarterly newsletter to share information with people concerned with adolescents with chronic illness or disability and their transition to adult life. New resources, successful practices and programs, examples of interagency coordination, and center activities are highlighted. sck (no charge)

National Center for Youth
with Disabilities
Box 721
University of Minnesota
Hospital and Clinic
Minneapolis, MN 55454
(612) 626-2825
(800) 333-NCYD

EDUCATION DAILY
Regular features include education policy, funding, and legislative updates, and the latest resources. Published every business day, this newsletter covers education issues such as school administration, court cases and rulings, student aid proposals, vocational and adult education, Chapters 1 and 2 funding, education research appropriations, special education initiatives, workplace literacy programs, education reform, education leadership, and state initiatives on teacher retention. sck ($524.00/year)

Joe McGavin, Executive Editor
Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria, VA 22314-2053
(703) 739-6444 (in VA call
collect)
(800) 327-7203

Education Grants Alert: The Weekly Report on Funding Opportunities for K-12 Programs
This weekly newsletter provides information on federal legislation, grant programs and application deadlines, as well as techniques for grant development, proposal writing, and grant administration. The program areas covered include drug abuse prevention, special education, at-risk youth, math and science education, bilingual education, technology, dropout prevention, gifted and talented, parental involvement, humanities, health education, and literacy. Other services provided for a nominal fee include document retrieval and access to a computerized database. jeb ($299.00/year)

Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444 (in VA call
collect)
(800) 327-7203

Education Monitor
This newsletter digests the best information from more than two hundred education publications to help the reader use reading time more effectively and distills what education leaders, researchers, administrators, and teachers are doing and discovering. Each issue abstracts fifteen to twenty articles on curriculum development; management strategies; breakthrough teaching techniques; ways to improve student evaluation; proven research results in areas of special education, reading, and testing; and more. Each summary in the newsletter includes contact names and phone numbers for follow up on ideas of interest to the reader. sck ($149.00/year, 22 issues)

Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444 (in VA call
collect)
(800) 327-7203

Education of the Handicapped
This independent, biweekly newsletter presents the most current information about federal legislation, regulations, programs, and funding for educating children with disabilities. It covers federal and state litigation on the Individuals with Disabilities Education Act and other relevant laws and also looks at innovations and research in the field and provides updates on how states are implementing various programs. sck ($231.00/year; $10.00 single issue)

Jordan Dey, Editor
Capitol Publications, Inc.
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444 (in VA call collect)
(800) 327-7203

The ERIC File
This biannual newsletter presents information that will help individuals more effectively use the ERIC Clearinghouse on Adult, Career, and Vocational Education. Information is provided about the clearinghouse's activities, current acquisitions, and materials available free of charge in the fields of career, adult, and vocational education. cdb (no charge)

ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210
(614) 292-4353
(800) 848-4815

Exceptional News
This quarterly newsletter presents information of interest to those involved with children and adults with developmental disabilities. Includes information about the latest resources, research, legislation, conferences, and workshops. cdb (no charge)

Steven Dennis, Editor
Center for Persons with Disabilities
Utah State University
Logan, UT 84322-6845

Families and Disability Newsletter
This newsletter is published three times a year with articles focused exclusively on the families of people with disabilities and their experiences in the transition process. The topics include integration, employment, physical mobility and functioning, independent living, vocational rehabilitation services, and knowledge utilization and dissemination. Center activities are highlighted as well as current resources on transition. sck (no charge)

H. R. Turnbull, III, Editor
Beach Center on Families and Disability
University of Kansas
c/o Institute for Life Span Studies
3111 Haworth Hall
Lawrence, KS 66045
(913) 864-7600

Federal Assistance Monitor
Twice each month, this newsletter provides the latest grant and contract opportunities from the federal government, corporations, and foundations in the areas of higher, local, community, bilingual, minority, special, and vocational education; job training; community development; social programs; housing; and healthcare. Each issue contains information about

David Kittross, Editor
CD Publications
8204 Fenton Street
Silver Spring, MD 20910
(800) 666-6380

legislation, and regulations; funding availability; amounts; eligibility requirements; application dates; and contact names, addresses, and phone numbers. sck ($239.00/year)

Federal Grants & Contracts Weekly
Designed as a funding resource for grantseekers in education, research services, and training, this weekly newsletter provides information on new grants from all the federal agencies, as well as from private funding sources. It contains inside information to help one know which government agencies hold the best opportunities to obtain a grant from and to learn of other grant programs that are not widely publicized. Advance notice is provided of how much of the fiscal year budget will be earmarked for programs, including drug abuse, alcoholism, child development, education research, AIDS, mental health, and homeless programs. The newsletter also provides profiles of key agencies and updates on new legislation, regulations, budget developments, and upcoming meetings.

Each month there is a special supplement detailing foundation and corporate funding. Readers have been alerted to private funding opportunities in dropout prevention, international education, AIDS research, health research and development, nutrition education, delivery programs for the elderly, literacy training, and more. Every grant announcement includes scope of the project; deadline for application; funding amounts available; eligibility requirements; and agency contact names, addresses, and telephone numbers. sck ($329.00/year)

Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444 (in VA call collect)
(800) 327-7203

Florida Network News
Published three times a year, this newsletter is designed to promote the sharing of information, best practices, and research findings in the area of transition for persons with disabilities. Also included are Project RITS' activities, workshop and conference announcements, and descriptions of model programs and practices located in Florida. cdb (no charge)

Project RITS
Florida Network: Information and Services for Adolescents and Adults with Special Needs
Department of Special Education
University of Florida
G315 Norman Hall
Gainesville, FL 32611-2503
(904) 392-0701

GED Profiles: Adults in Transition
This series of bimonthly reports presents new information about adult learners compiled from a national survey of people who took the General Educational Development (GED) tests. The series provides an excellent baseline for comparing data at

GED Testing Service
American Council on Education
Publications Department PAT
One Dupont Circle
Washington, DC 20036
(202) 939-9385

the state and regional levels. Information from the series can guide policymakers and program planners in improving services for adults, help employers motivate workers to earn their diplomas, and suggest ways for educators to recruit and retain adult learners in postsecondary education programs. sck ($65.00)

In the Mainstream
Each issue of this bimonthly newsletter contains eight reports (one to four pages in length) about tips, trends, and resources on the issues of mainstreaming persons with physical, mental, or emotional disabilities into the workplace. Recent articles included topics such as reasonable accommodations, financial incentives and deductions related to the employment of persons with disabilities, architectural barriers, and implementation of the Americans with Disabilities Act of 1990. sck ($39.95)

Fritz Rumpel, Editor
Mainstream, Inc.
3 Bethesda Metro Center, Suite 830
Bethesda, MD 20814
301-654-2400 (Voice/TDD)

Information from HEATH
Published three times a year by the national clearinghouse on postsecondary education for individuals with disabilities, this newsletter provides timely information about new publications, highlights campus programs, discusses new or pending legislation, and focuses on topics of concern. The topics include, but are not limited to accessibility, career development, classroom and laboratory adaptations, cost effective ideas, financial aid, functional limitations (vision, hearing, mobility, learning disabilities), independent living, opportunities for people with severe or multiple disabilities, transition, training and postsecondary education, vocational education, and vocational rehabilitation. sck (no charge)

Rhona C. Hartman, Editor
HEATH Resource Center
One Dupont Circle, NW, Suite 800
Washington, DC 20036-1193
(202) 939-9320
(800) 544-3284

Informational Forum Networking
The purpose of this newsletter is to provide information needed to empower parents in influencing and affecting policy issues concerning the needs of disabled individuals and their families. It provide information on educational opportunities, training experiences, supportive programs, resources, legislation pertaining to children and youth with special needs, and National Parent Network on Disabilities (NPND) activities to parents and family members of persons with disabilities. sck ($10.00 individual parent or individual with a disability)

Helen Reisner, Editor
National Parent Network on Disabilities
1600 Prince Street, Suite 115
Alexandria, VA 22314
(703) 684-6763

Innovations: Statewide Systems Change Project
The focus of this newsletter is inclusion (mainstreaming) of students (K-12) with disabilities into the regular classrooms. The articles provide information about innovative programs and practices and include topics such as curriculum modification and adaptation, student involvement, intracollaboration among teachers and support personnel, and other activities concerning the Statewide Systems Change Project in New Hampshire. The newsletter also serves as a forum for teachers to share suggestions and ideas regarding classroom problems and solutions. sck (no charge)

University of New Hampshire
Institute on Disability/UAP
and New Hampshire Special
Education Bureau
Office for Training and
Educational Innovations
Concord Center
10 Ferry Street, #14
Concord, NH 03301
(603) 228-2084

Interchange
Published periodically for professionals involved in programs and agencies at the local, state, national, and international level, this newsletter includes articles about current issues and problems, research, resources, effective practices, and other information of interest related to secondary special education and transitional services. sck (no charge)

Lynda Leach, Editor
Transition Institute at Illinois
University of Illinois
College of Education
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333-2325

Into the Future
The changing workforce is the focus of this newsletter. Articles contain information about helping young people with disabilities make the transition from school to work; the mutual benefits to employers and job seekers with disabilities; and support and training in areas such as recruiting, hiring, and accommodating employees with disabilities. sck (no charge)

Arleen D. Kirtland, Editor
TransCen, Inc.
234 N. Washington Street,
Suite 200
Rockville, MD 20850
(301) 424-2002

Latest Developments
A publication for the Learning Disabilities Special Interest Group, this newsletter is published by Association on Higher Education and Disability (AHEAD) four times a year to provide an exchange of communication for those professionally involved with postsecondary students with disabilities. sck (included with AHEAD membership)

Association on Higher
Education and Disability
(AHEAD)
P.O. Box 21192
Columbus, OH 43221
(614) 488-4972

The MAINSTREAM
This newsletter is designed for vocational educators of students who are disabled, disadvantaged, and limited English proficient and for coordinators of sex equity, single parent/homemaker, and teen parent programs, in addition to special education support personnel. Articles include information regarding state and federal legislation, teaching techniques and strategies, and

Eleanor Bicanich, Project Director
Special Vocational Education
Services in Pennsylvania
Penn State McKeesport
101 Ostermayer
University Drive
McKeesport, PA 15132
(412) 675-9066

state-initiated reports and activities. Also featured are resources, conferences, and successful programs. sck (no charge)

Missouri LINCletter
Published by Missouri LINC, this newsletter is designed as a resource for Missouri teachers and school administrators, vocational administrators, special educators, counselors, and others who serve and work with students with special needs. The newsletter provides articles about current resources, legislative updates, conference and personnel development announcements, and successful programs and practices in the state of Missouri. sck (no charge)

Jill Williams-Graham, Editor
Missouri LINC
University of Missouri at Columbia
401 E. Stewart Road
Columbia, MO 65211
(314) 882-2733
(800) 392-0533 (in MO only)

NAIEC NEWSLETTER
Published six times a year, this publication provides updates on National Association for Industry-Education Cooperation (NAIEC) activities, legislation, educational policy, industry-education councils, conferences, and resources. Contains information on developments in industry-education collaboration in school improvement for public, private, and postsecondary levels; career education; and work/education related programs. sck ($18.00 non-membership)

Vito R. Pace, Editor
NAIEC
235 Hendricks Boulevard
Buffalo, NY 14226-3304
(716) 834-7047

NARIC QUARTERLY
Articles on issues in rehabilitation and disability are included in this quarterly newsletter. Each issue contains coverage of projects funded by the National Institute on Disability and Rehabilitation Research, new resources and publications available from National Rehabilitation Information (NARIC) and elsewhere, the latest research, and a national calendar of disability-related conferences and events. sck (no charge; available in print, braille, and cassette format)

Adele Kirk, Editor
NARIC
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
(800) 346-2742

National Networker
The focus of this quarterly newsletter is on adults with learning disabilities. The articles provide legislative updates, conference and workshop information, resources, and testing and assessment information. sck ($7.00)

Bill Butler, Editor
National Network of Learning Disabled Adults
808 N. 82nd Street, Suite F-2
Scottsdale, AZ 85257
(602) 941-5112

NCHRTM Memo
Vocational rehabilitation is the focus of this quarterly newsletter. It lists printed materials, video tapes, combined training packages, and other resources available from National Clearing House of Rehabilitation Training Materials (NCHRTM) and other developers on the many issues of rehabilitation such as accommodation, counselors, employment, independent living, job placement, transition, vocational assessment, and work adjustment. sck (no charge)

Rosemary Davidson, Editorial Assistant
NCHRTM
816 W. 6th Street
Oklahoma State University
Stillwater, OK 74074-0435
(405) 624-7650

NICHCY News Digest
Published three times a year, this issue paper provides a compilation of articles on current research and relevant program information on the transition process for children and youth with disabilities from school to work, other postsecondary programs, and to independent living in the community. In the past, issues have included the topics of minority issues in special education, assistive technology, legislation affecting children and youth with special needs, and parental involvement in vocational education. sck (no charge)

Lisa Kupper, Associate Editor
National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013-1492
(703) 893-6061
(800) 999-5599 (recorded message)

NISH Newsletter
Published by NISH, formerly known as National Industries for the Severely Handicapped, this monthly newsletter features news items, articles, resources, and conference announcements about creating employment opportunities for people with severe disabilities. It also highlights activities and services arising from the Jarvis-Wagner-O'Day (JWOD) Program as provided under P.L. 92-28. sck (no charge)

Editor
NISH
2235 Cedar Lane
Vienna, VA 22182-5200
(703) 560-6800
(703) 560-6512 (TDD)

NTID FOCUS
Published three times a year, this newsletter explores issues of importance on the education and employment of people who are deaf or hearing impaired. Articles emphasize activities of the National Technical Institute for the Deaf (NTID) and highlight topics such as legislation affecting people who are deaf or hearing impaired. sck (no charge)

Lynne Bohlman, Editor
Rochester Institute of Technology
NTID
Lyndon Baines Johnson Building
P.O. Box 9887
Rochester, NY 14623-0887

OERI Bulletin
Published by Office of Educational Research and Improvement (OERI), this bulletin is designed to help keep recipients informed about what is happening in education. The most recent information on education research, practice, statistics, and important events sponsored by OERI is released through this bulletin. sck (no charge)

Kay McKinney, Editor
U.S. Department of Education
OERI
Outreach Staff
555 New Jersey Avenue, NW
Washington, DC 20208-5570
(202) 219-1674
(800) 424-1616

OSERS News in Print
This quarterly newsletter reports on the latest initiatives and projects funded by theOffice of Special Education and Rehabilitative Services (OSERS). Each issue focuses on federal activities affecting people with disabilities and new developments in the information field. sck (no charge)

Jeanne H. Nathanson, Editor
OSERS
Department of Education
330 C Street, SW
Washington, DC 20202-2524
(202) 732-1723 (Voice)
(202) 732-6157 (TDD)

Pacesetter
The PACER newsletter, published three times a year, is designed to be an ongoing way to educate parents and others about issues and programs concerning children and young adults with disabilities. Articles describe new legislation, educational updates, and current information about important special education events. sck (no charge)

Jon Skaalen, Editor
PACER (Parent Advocacy Coalition for Educational Rights) Center
4826 Chicago Avenue, South
Minneapolis, MN 55417-1055
(612) 827-2966
(800)-53PACER (MN only)

PARTNERSHIP Advantage
Published monthly, this newsletter offers legislative policy news; current resources and research; and news and views on career development, employment and training, and other related human resource development programs. sck (included in membership)

Partnership for Training and Employment Careers
1620 Eye Street, NW
Washington, DC 20006-4005
(202) 887-6120

Postsecondary LD Network News
Published three times a year under grants from the U.S. Department of Education, Office of Special Education, and the National Center for Learning Disabilities, this newsletter serves as a forum to share current opinions, information, and resources for postsecondary students who are learning disabled. A calendar of events is included in each issue, along with listings of resources, publications, and professional opportunities. sck ($20.00/year individuals, $30.00/ year for prepaid orders from schools or agencies)

Patricia L. Anderson, Editor
University of Connecticut
Pappanikou Center on Special Education and Rehabilitation
U-64, 249 Glenbrook Road
Storrs, CT 06269-2064
(202) 486-0163

Public Assistance Success: The Self-Sufficiency Bulletin
Twice each month, this newsletter brings the most current news on innovative and new approaches to job training and placement, child care, education, and support services for such at-risk populations as welfare recipients, Job Training Partnership Act clients, persons who are disabled, the homeless, ex-offenders, battered spouses, drug abusers, and teen parents. It provides information on Congress, HUD, Health and Human Services, the Labor Department, and other federal agencies as well as updates on the latest federal policy shifts and funding opportunities. The articles illustrate how policy reforms, legislation, and regulatory changes will affect assistance efforts; how state and local programs can provide child care to self-sufficiency trainees; and how the 1988 Family Support Act relates to self-employment programs and JOBS. sck ($199.00, 24 issues)

CD Publications
8204 Fenton Street
Silver Spring, MD 20910-9935
(301) 588-6380
(800) 666-6380

REPORT
The focus of this newsletter is on advocacy and legislative issues concerning persons who are disabled. Articles directed toward expanding public understanding and full participation and acceptance of persons who are disabled have highlighted the Americans with Disabilities Act; activities and project reports of National Organization on Disability (NOD); and issues about education, health insurance and health care, employment, housing, transportation, recreation, and other services. sck (no charge)

NOD
910 Sixteenth Street, NW
Suite 600
Washington, DC 20006
(202) 293-5968
(202) 293-5968 (TDD)

Report on Education Research
This biweekly newsletter covers programs and research from around the country, providing information that can be used to improve the programs in schools or districts. It helps track findings on issues of concern: student assessment, minority education, enrollment trends, learning disabilities, education reform, curriculum development, teacher training, and more. In addition to covering the waterfront in education research news, every issue contains useful synopses of education research reported in obscure journals that might not otherwise be read and the latest findings on computer use, testing, reading and writing skills, bilingual education, effective math and science programs, activities in the research community, federal policy announcements and priorities, and current funding opportunities. Included are contact names, addresses, and phone numbers for follow-up on issues of special interest to the reader. sck ($216.00/year)

Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444 (in VA call collect)
(800) 327-7203

Report on the Education of the Disadvantaged
This newsletter contains pertinent information on Chapter 1, Chapter 2, vocational education, and other federal programs for disadvantaged children. Published biweekly, it includes information on subjects related to the education of at-risk children such as parent and community involvement, programs and methods, federal education measures, and staff and supply shortages. Other information found are reports on child nutrition, bilingual education coverage, stories on Head Start activities, coverage of major conferences and conventions, updates on special services for low-income students, alerts to important civil rights/ desegregation news, and updates on the latest publications and reports in the field. sck ($236.54/ year plus first-class or air-mail postage)

Rosemary Enright, Editor
Business Publishers
951 Pershing Drive
Silver Spring, MD 20910-4464
(301) 587-6300

RRTC
This newsletter focuses on supported employment issues for citizens with developmental and other severe disabilities. Articles highlight supported employment policy analysis, program implementation at the systems and consumer level, and program evaluation issues. VCU-RRTC (Rehabilitation Research and Training Center) activities, research, and direct service demonstration project updates are included as well. sck (no charge)

Katherine J. Inge, Editor
RRTC
Virginia Commonwealth University
1314 W. Main Street
VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

School Law News
Designed to provide a briefing for administrators and their legal advisors on significant developments in education litigation, this biweekly newsletter reports legal actions that set or uphold precedents. It covers a broad range of issues, such as desegregation, special education, faculty tenure, drug abuse, affirmative action, school safety, religion, school finance, and AIDS, from the arguments, to the decisions, through the appeals. Information is provided on the following: concise yet comprehensive coverage of rulings, minimizing the need for expensive and time-consuming computer searches; summaries of late-breaking decisions, giving the chance to ensure legal compliance for programs; observations from key leaders and policy analysts in the education and legal communities, to help know what to expect from pending cases; and relevant citations and information on how to obtain full texts of court rulings, government reports, public laws, and related research. sck ($229.00/year)

Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444 (in VA call collect)
(800) 327-7203

SEPT/TA MEMO
Parent training efforts in supported employment is the main topic of this newsletter. Articles include legislation updates, current resources, conference announcements, and model programs and practices. sck (no charge)

Sharman Jamison, Project Coordinator
Supported Employment Parent Training Technical Assistance Project (SEPT/TA)
PACER
4826 Chicago Avenue, South
Minneapolis, MN 55417-1055
(612) 827-2966
(800) 53PACER (MN only)

The Special EDge
Published by Resources in Special Education (RiSE), this bimonthly newsletter's purpose is to provide information concerning activities of and programs and projects sponsored by California Department of Education's Special Education Division. It attempts to cover all the news and issues in California special education including crosscultural special education, infant and preschool, parent/professional training, students with severe disabilities, transition, cooperative learning, and student study teams. A feature in each issue is a list of resources available for loan or purchase through RiSE. sck (no charge/CA subscription; $10.00/out of state subscription; $3.00/single issue; $25.00/year)

Patricia Winget, Editor
RiSE
650 Howe Avenue, Suite 300
Sacramento, CA 95825
(916) 641-5925

State Education Leader
Articles in this quarterly newsletter report on key educational issues such as choice, restructuring schools, higher literacy skills, minority achievement, higher education, school finance, and youth at risk. The newsletter monitors policymakers on education issues and highlights emerging trends in education. sck ($15.00)

Sherry Freeland Walker, Editor
Education Commission of the States
Distribution Center
707 17th Street, Suite 2700
Denver, CO 80202-3427
(303) 299-3600

Student Aid News
Written for the higher education administrator, this biweekly newsletter reports on the entire spectrum of concerns of the financial aid community, including but not limited to the following questions: How will federal deficit reduction efforts affect student aid funding? Will Congress continue to trim the Pell Grant program? Will more secondary market agencies pull out of student loan programs, making it less profitable for banks to invest in student loans? and Will the crackdown on student aid fraud and abuse adversely affect your student's eligibility—not to mention increase your paperwork? It presents concise

Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444 (in VA call collect)
(800) 327-7203

and objective reports on new regulations, proposed legislation, the default crisis, and federal appropriations. sck ($226.00/year)

Supported Employment InfoLines
Articles on strategies, creative solutions, and concise training in regards to the challenges of job placement and support for persons with disabilities are included. Written for job coaches, administrators, and families, this covers topics such as tips and trends on job site supports, forms for analysis and evaluation, job development and marketing planning, employer negotiation, training techniques, transition plans, job analysis, and behavioral support on the job. sck ($89.00)

Dale DiLeo, Editor
Training Resource Network
20 Beech Street
Keene, NH 03431
(603) 357-1791

TASPP BRIEF
These one- to four-page publications highlight the latest research, the newest resources, and exemplary programs for each theme explored by Technical Assistance for Special Populations Program (TASSP). Past issues have covered the critical topics of at-risk youth and adults, students with limited English proficiency, teen parents, and research and resources related to vocational education in rural and urban settings. Future issues will address the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 in the areas of Tech Prep, performance standards, and integration of vocational and academic education. mcw (no charge)

Maureen Coyle-Williams
Resource Specialist
TASPP
National Center for Research
in Vocational Education
University of Illinois site
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

TASPP BULLETIN
The focus of this biannual newsletter is on serving learners with special needs in vocational education. Featured articles address current issues and topics, research, resources, legislation, conferences, and other information of interest to professionals involved in serving students with special needs in programs and agencies at the local, state, national, and international level. sck (no charge)

Zipura Burac, Editor
TASPP
National Center for Research
in Vocational Education
University of Illinois site
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

Transition Link: Networking News
Articles in this newsletter are written about young persons with disabilities from age fourteen to the mid-twenties and include success stories about integration and transition services. Also included ar e activities of the Parent Advocacy Coalition for Educational Rights (PACER) project, Family Networking During the Transition Years. sck (no charge)

PACER
4826 Chicago Avenue, South
Minneapolis, MN 55417-1055
(612) 827-2966
(800) 53PACER (MN only)

Transition Summary
This annual newsletter reports on current effective practices which assist persons with disabilities in the transition from school to work, other postsecondary programs, and to independent living in the community. Past issues have covered vocational assessment; community-wide transition planning; independent living; roles of parents, young people, and professionals in the transition process; and self-determination. sck (no charge)

Richard Horne, Editor
National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
(703) 893-6061
(800) 999-5599 (recorded message)

Vocational Education WEEKLY
Published forty-four times a year, this newsletter (formerly the *Legislative Brief*) provides regular updates on federal funding, initiatives relating to the Perkins Act, state activities, insights into expanded opportunities for vocational education resulting from new legislation, reviews of new reports on education reform and workforce preparation, and other pertinent information concerning vocational education. Four *Issue Papers* a year on critical topics affecting the field are included in the subscription. sck ($125.00/year)

Dale Hudelson, Editor
American Vocational Association (AVA)
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Vocational Training News
This newsletter provides timely, useful reports on the federal JTPA and the Perkins Act. Other areas of coverage include education reform, illiteracy, private industry councils, youth subminimum wage, and state education and training initiatives. sck ($264.00/year)

Dave Harrison, Editor
Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria, VA 22314-2053
(703) 739-6444 (in VA call collect)
(800) 327-7203

WorkAmerica
This monthly newsletter provides the latest news and information on employment, education and job training, retraining, workforce quality, workplace literacy, business-education partnerships, and related activities. It also provides reports on successful training programs and news on federal government actions. sck ($30.00 yearly; single copy $3.00, plus $1.50 for postage and handling)

Alan Vanneman, Executive Editor
National Alliance of Business
Attn: Marketing and Communications
1201 New York Avenue, NW, Suite 700
Washington, DC 20005-3917
(202) 289-2910

Workforce Development Strategies
The focus of this monthly newsletter is on serving the education, business, and government sectors concerned with the training and education of America's workforce. Articles provide information on technology trends, human resource development systems, innovative state

Nicholas F. Keefe, Publisher
Worknowledge
1220 Montclaire Way
Los Altos, CA 94024
(415) 965-9428

policies, resources, training trends by specific industries, successful programs and practices, latest research, legislation updates, and upcoming conferences. Past issues have covered topics such as skills and the new economy, youth apprenticeship, tech-prep, integrating academic and vocational education, workplace literacy, and research priorities for vocational teaching. sck ($135.00)

Working Together for Impact
Designed for vocational education teachers, administrators, and counselors, this newsletter is distributed to share information on successful practices for facilitating the integration of students with special needs into mainstream vocational education services. Articles include legislation, resources, and model practices and programs. sck (no charge)

Tony Apolloni and Diane Nissen, Editors
Vocational Education Resource System (VERS)
California Institute on Human Services
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS

Technical assistance, professional support, and/or publications are available from an array of agencies, associations, and organizations. While there are a variety of topics and issues related to transition, this listing contains a *selection* of those institutions whose primary focus is transition to employment and/or postsecondary education. Contact TASPP for those focusing on related topics and specific populations.

American Association of Community and Junior Colleges (AACJC)
Founded in 1920, AACJC is the only organization, headquartered in Washington, DC, whose sole purpose is to represent the interests of the 1,211 public and private community, technical, and junior colleges in service to the nation. sck

David Pierce, President
and CEO
AACJC
National Center for Higher
Education
One Dupont Circle, NW,
Suite 410
Washington, DC 20036-1176
(202) 728-0200

American Council on Education (ACE)
An independent, nonprofit association, the American Council on Education (ACE) represents all accredited postsecondary institutions as well as national and regional higher education associations. It serves as the major voice in American higher education, and as the focus for discussion and decision making on higher education issues of national importance. ACE conducts research and analyzes data on higher education in the United States, from enrollment trends to finances and works with colleges and universities to assist them in such areas as self-regulation, management and leadership, accreditation, adult learners, and minority and women's issues. Via a project called HEATH Resource Center, the national clearinghouse on postsecondary education for individuals with disabilities, the association provides technical assistance to colleges, universities, and postsecondary programs to help them include students with disabilities. Each year, ACE's Division of Policy Analysis and Research publishes a series of analytical papers. The *ACE Research Briefs* series presents current data and trends on timely postsecondary education issues, as well as their policy implications and emerging trends. Subscriptions are available for one, two, or three years. mcw

ACE
One Dupont Circle
Washington, DC 20036-1193
(202) 939-9300

American Vocational Association (AVA)
AVA is a national, professional organization for teachers, supervisors, administrators, and others interested in the development and improvement of vocational education. AVA's mission is to provide educational leadership for the development of a competitive workforce. The association publishes the *Vocational Education Journal*, covering issues and trends in vocational-technical education as well as association and legislative news. The journal is provided to all members as part of their membership dues. The *Vocational Education Weekly* newsletter covers legislative and other national news of interest to the field and is available on a subscription basis. mcw

Charles H. Buzzell
Executive Director
AVA
1410 King Street
Alexandria, VA 22314
(703) 683-3111
(800) 826-9972

American Vocational Association Special Needs Division (AVA/SND)
The general purposes of the AVA/SND are to (1) develop professional attitudes and standards among all personnel interested in or responsible for the development or operation of vocational programs for learners with special needs; (2) offer services to members of SND which will provide, maintain, extend, and expand quality vocational programs and services to prepare learners with special needs for employment in all occupations; (3) help members of SND keep informed about trends, plans, policies, and current happenings of AVA and their implications for the development and welfare of vocational education programs and services; (4) act as a clearinghouse for the dissemination of new ideas, research, and other items which will aid in upgrading the vocational programs for learners with special needs; and (5) promote professional relationships with other agencies, organizations, and institutions concerned with learners with special needs. Members receive the *Journal for Vocational Special Needs Education*. sck

AVA/SND
1410 King Street
Alexandria, VA 22314
(703) 683-3111
(800) 826-9972

ASPIRA Association, Inc.
This is a national, nonprofit organization serving Puerto Rican and other Latino youth through leadership development and education. Its offices are located in six states, Puerto Rico, and the District of Columbia. ASPIRA is the oldest and largest Hispanic youth organization in the country, serving over seventeen-thousand youth annually. The organization directs a number of programs aimed at reducing the dropout rate, encouraging youth to attend college, and facilitating service to the Latino community. mcw

Janice Petrovich, Executive Director
ASPIRA Association, Inc.
1112 16th Street, NW,
Suite 340
Washington, DC 20036
(202) 835-3600

Association for Persons in Supported Employment (APSE)
APSE is an association formed to improve and expand integrated employment opportunities and services for persons with severe disabilities. The members receive *The Advance* newsletter and notices on state and national policy relevant to the continued growth and development of supported employment. APSE plans to develop a national information clearinghouse on supported employment, a professional journal, and state chapters.

Wendy Wood, Executive Director
APSE
5001 W. Broad Street, Suite 34
Richmond, VA 23233
(804) 282-3655
FAX: (804) 282-2513

Arc
Arc is the largest volunteer organization solely devoted to improving the welfare of all mentally retarded children and adults and their families. The association also provides services to parents and other individuals, organizations, and communities for jointly meeting the needs of persons with mental retardation. The National Employment and Training Program of the Arc, through a nationwide network of job placement personnel, is helping workers with mental retardation get jobs in the competitive workforce. Arc's constitution defines its mission as the improvement of the quality of life of all persons with mental retardation, the prevention of this disability, and the search for cures. sck

National Headquarters
Arc
500 E. Border Street, Suite 300
Arlington, TX 76010
(817) 261-6003
FAX: (817) 277-3491

Association on Higher Education and Disability (AHEAD)
AHEAD is a multinational, nonprofit organization committed to promoting full participation of individuals with disabilities in postsecondary education. The association was founded to address the needs and concern for upgrading the quality of services available to students with disabilities in postsecondary education. The mission of the association is to provide unique leadership, focus, and expertise for professionals and is supported by their commitment to professional advocacy issues, communication, networking, professional development, training, and research. sck

AHEAD
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972 (Voice/TDD)
FAX: (614) 488-1174

Bureau of Apprenticeship and Training
One of the roles of the federal government is to encourage and promote the establishment of apprenticeship programs and provide technical assistance to program sponsors. Apprenticeship, authorized by the National Apprenticeship Act of 1937 (P.L. 75-308), is a combination of on-the-job training and related classroom instruction in which

Bureau of Apprenticeship and Training
Employment and Training Administration
200 Constitution Avenue, NW
Washington, DC 20210
(202) 535-0540
FAX: (202) 535-0986

workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs are operated on a voluntary basis by employers, employer associations, or management and labor groups. The related classroom instruction may be given in the program sponsor's training facility or a local technical school or junior college. Training periods range from one to six years. Most trades require three to four years. Apprentices earn while they learn on the job, at progressive wage rates starting from about half the journey-workers rate up to ninety-five percent of full pay near the end of their apprenticeship. Skilled trades in which they are being trained are automotive mechanic, baker, bricklayer, carpenter, electrician, machinist, operating engineer, optical technician, painter, roofer, sheet metal worker, structural steel worker, and tool and die maker.

These programs provide equal employment opportunity to all persons regardless of race, sex, ethnic group or age. Men and women at least sixteen-years old are eligible to apply by visiting or writing a local Job Service Office, a local office of the Labor Department's Bureau of Apprenticeship and Training, a state apprenticeship agency, a Joint Apprenticeship Committee, union, or employer engaged in the desired craft. mcw

Career Planning and Adult Development Network

The Career Planning and Adult Development Network is a professional organization of one-thousand career development and human resource professionals. One of the network's primary objectives is to make its readership aware of current issues, events, news, books, materials, and other resources that would be of professional interest to them. A monthly newsletter and a quarterly journal are available to members. mcw

Richard L. Knowdell, Executive Director
Career Planning and Adult Development Network
4965 Sierra Road
San Jose, CA 95132
(408) 559-4946
FAX: (408) 559-8211

Cities in Schools, Inc. (CIS)

CIS is a national, nonpartisan, nonprofit organization devoted to dropout prevention. CIS creates public/private partnerships to bring existing public and private human resources and services into the schools, thus addressing the multiple needs (education, social, and economic) of at-risk youth. CIS operates in more than fifty-eight communities at more than 278 educational sites throughout the United States. The *CIS Update* newsletter is available upon request. mcw

Sarah DeCamp, Director of Public Affairs
CIS
401 Wythe Street, Suite 200
Alexandria, VA 22314-1963
(703) 519-8999
(703) 519-7213

Council for Exceptional Children (CEC)
CEC is an organization dedicated to improving the quality of education for all exceptional children who are disabled and gifted. Special divisions within the organization focus on the education of gifted, mentally retarded, learning disabled, visually impaired, communication impaired, physically disabled, and behavior disordered students. Other divisions serve the interests of early childhood special educators, administrators, teacher educators, students, diagnosticians, and those especially interested in technology, career education, and research.

CEC's commitment encompasses four major priority areas: (1) advancing the education of exceptional persons by improving access to special education for underserved or inappropriately served populations and by extending special education to children who could benefit from, but are not now considered entitled to such services; (2) improving the conditions under which professionals work with exceptional persons through the establishment of professional standards of practice and a code of ethics for all professionals involved in the education of exceptional persons; (3) improving the quality of instruction provided to exceptional persons by supporting the development and dissemination of new knowledge, technology, methodology, curriculum, and materials on a worldwide basis; and (4) advancing the Council for Exceptional Children by enhancing communication between the organization and its individual members, units, and other organizations involved with exceptional persons. CEC is the host organization for several projects important to the education field, including the ERIC Clearinghouse on Handicapped and Gifted Children and the National Clearinghouse for Professions in Special Education. sck

Jeptha V. Greer, Executive Director
CEC
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660
FAX: (703) 264-9494

Division of Adult Education and Literacy (DAEL)
The U.S. Department of Education's DAEL has overall responsibility for providing a broad range of services for the education of adults (including those who are disabled or limited English proficient) throughout the country and for promoting the development of adult education resources nationally. Its mission is to provide leadership, direction, and assistance for the states to improve and expand adult education and literacy services; administer the Adult Education Act; and advise the assistant secretary on policies and programs affecting literacy and lifelong learning.

Joan Y. Seamon, Director
U.S. Department of Education
DAEL
Switzer Building, Room 4428
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202) 732-2270
FAX: (202) 732-1973

The Adult Education Act (AEA) (P.L. 100-297 as amended) is currently the major federal program that provides basic education and literacy skills and serves adults age sixteen and over or who are beyond the age of compulsory school attendance under state law, and lack sufficient educational skills to function effectively in society. In addition to administering the AEA, the division identifies national needs and formulates policies, programs, and procedures necessary to meet the educational needs of adults who lack a high school diploma. DAEL establishes and maintains cooperative and consultative relations with federal, state, local, and private educational agencies, organizations, and associations. Annual regional area workshops as well as an annual State Directors of Adult Education Conferenceare held. The division also publishes the *A.L.L. Points Bulletin* newsletter. mcw

Division on Career Development (DCD)
An organization within the Council for Exceptional Children (CEC), DCD's purpose is to provide an organization for representatives from all disciplines involved in the career development of exceptional children, youth, and adults. It promotes and encourages professional growth, research, legislation, information dissemination, technical assistance, and interactions among CEC divisions and other organizations concerned and involved in the career development of exceptional individuals. DCD publishes a newsletter three times a year which provides information about legislation, projects, research techniques, training materials, and implementation strategies. The *Career Development of Exceptional Individuals Journal* is published twice a year and provides articles dealing with the latest research activities, exemplary programs, and staff development. mcw

Bonnie Jones, Chair
DCD-CEC
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Education Writers Association (EWA)
EWA works for the improvement of education reporting to the public and has more than seven-hundred members in most of the states, Canada, and Puerto Rico. Active members include reporters from print and broadcast media. Associate members include school and college public information officers and other communicators who work for educational institutions and organizations. Newsletters and other EWA publications focus on various educational issues including urban early adolescents, literacy, youth at risk, the employment status of young adults, and business/school partnerships. mcw

Lisa Walker, Executive Director
EWA
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 429-9680
FAX: (202) 872-4050

Epilepsy Foundation of America
The Epilepsy Foundation of America and its local affiliates support many programs of information, referral, public and professional education, employment assistance, advocacy, and self-help. Pamphlets and brochures about epilepsy are distributed, and the Foundation operates the National Epilepsy Library. The national office also supports medical research, works with government agencies, and works with Congress to advance the interests of people with epilepsy. sck

William McLin, Executive Vice-President
Epilepsy Foundation of America
4351 Garden City Drive
Landover, MD 20785-2267
(301) 459-3700
(800) 332-4050 (Professional Library)
(800) 332-1000 (Consumers)
FAX: (301) 577-2684

Foundation for Exceptional Children (FEC)
FEC serves disabled, gifted, and talented children through a variety of national programs, scholarships, small grants, achievement recognition, employment services, and other activities. sck

Robert L. Silber, Executive Director
FEC
1920 Association Drive
Reston, VA 22091
(703) 620-1054
FAX: (703) 264-9494

Helen Keller National Center for Deaf-Blind Youths and Adults (HKNC)
HKNC is the only national program which provides comprehensive evaluation, rehabilitation and personal adjustment training, job preparation, and placement for all Americans who are deaf-blind. The center operates field services through ten regional offices; over twenty-five affiliated programs; a national training team; a technical assistance center (transitional services for youths); a national parent network (support, research, advocacy training, and information exchange for parents and families with deaf-blind children); and services for older adults. HKNC also provides community education; conducts research; maintains a volunteer program; and publishes informational brochures, a newsletter, *Nat Cent News* magazine, and a directory of agencies serving people who are deaf-blind. mcw

Miriam Domingo-Schmitt, Intake Coordinator
HKNC
111 Middle Neck Road
Sands Point, NY 11050
(516) 944-8900 (Voice/TDD)
(800) 255-0411 (parents/NPN use only)
FAX: (516) 944-7302

Hispanic Policy Development Project (HPDP)
This nonprofit organization encourages the analysis of public and private policies and policy proposals affecting Hispanics in the United States. HPDP supports high-level policy commissions composed of Hispanics and nonHispanics; conferences, seminars, and debates around central education and employment issues; both lay and professional analysis and evaluation of specific policy options; and policy-analysis competitions open to Hispanic and nonHispanic

Rafael Valdivieso, Director
HPDP
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 822-8414

scholars as well as Hispanic organizations. It seeks to bring its findings to the attention of key groups and leaders throughout the United States, and publishes reports, bulletins, and books based on research and data analysis. sck

Human Resources Development Institute
The Human Resources Development Institute is the employment and training arm of the AFL-CIO. The institute provides technical and informational services to help labor organizations participate effectively on planning councils under the federal Job Training Partnership Act and conducts programs offering quality training and jobs for dislocated and other unemployed workers. It provides placement services for disabled workers plus early intervention and return-to-work services for recently disabled workers. sck

Jim Templeton, National Coordinator of Communications
Human Resources Development Institute
815 15th Street, NW
Washington, DC 20005
(202) 638-3912
FAX: (202) 349-8941

Interstate Migrant Education Council (IMEC)
The primary purpose of IMEC is to serve as a forum to help resolve some of the educational difficulties experienced by mobile migrant students by promoting interstate cooperation. IMEC gathers information on major issues facing migrant education to ensure that state and federal policymakers are aware of the special needs of migrant youth. Comprised of members of Congress, state legislators, state and local education officials, and state directors of migrant education, the council members and steering committee members represent seventeen states with eighty-five percent of the nation's rural migrant youth. Three meetings of the council are conducted each year for the purposes of hearing national experts discuss issues affecting migrant education and setting goals and action plans. Staff and subcommittees carry out the goals set by the council.

IMEC's Transition from Secondary to Postsecondary Education Task Force seeks to enhance school retention and participation for migrant students in grades six and beyond through a variety of activities. The *Migrant Education Report* newsletter details current issues pertaining to migrant education and describes council activities relating to those issues. Other publications generated by IMEC include policy briefs, research reports, and journal articles. mcw

Jim L. Gonzales, Senior Policy Analyst
IMEC
707 17th Street, Suite 2700
Denver, CO 80202-3427
(303) 299-3680
FAX: (303) 296-8332

Job Accommodation Network (JAN)
An international information network and consulting resource, JAN enables qualified workers with disabilities to be hired and retained. A service of the President's Committee on Employment of People with Disabilities, JAN gathers information on practical ways of making accommodations for employers and applicants with disabilities and enables employers to discuss accommodation solutions. Callers can discuss their concerns and information needs with JAN's Human Factors Consultants and get immediate assistance in solving accommodation problems. mcw

Barbara Judy, Project Director
JAN
West Virginia University
809 Allen Hall
P.O. Box 6123
Morgantown, WV 26507
(304) 293-7186
(800) 526-4698 (only WV Voice/TDD)
(800) 526-7234 (Voice/TDD)
FAX: (304) 293-5047

Job Opportunities for the Blind (JOB)
In response to a critically high unemployment rate among the blind, the National Federation of the Blind, in cooperation with the U.S. Department of Labor, developed JOB, a nationwide job listing and job referral system. JOB helps qualified blind persons find work, helps employers find qualified employees, and conducts educational seminars about blindness for employers and career planning seminars for unemployed blind persons. sck

Lorraine Rovig, Director
JOB
National Federation of the Blind
1800 Johnson Street
Baltimore, MD 21230
(301) 659-9314
(800) 638-7518

Mainstream, Inc.
Founded in 1975, Mainstream, Inc. is a private, nonprofit organization that works with employers and rehabilitation professionals around the country to move greater numbers of people with disabilities into the workplace. Mainstream produces publications, holds conferences, and provides in-house training and technical assistance on the spectrum of issues affecting the employment of persons with physical, mental or emotional disabilities. Contact Mainstream for specific information on publications, conferences, and other services. In addition, since 1983, Mainstream has operated Project LINK, a placement service for job-ready individuals with disabilities in Washington, DC, and Dallas, Texas. The program places three-hundred fifty people in competitive employment each year in the combined sites. sck.

Fritz Rumpel, Information Specialist
Mainstream, Inc.
Publications Office
1030 15th Street, NW, Suite 1010
Washington, DC 20005
(202) 898-1400 (Voice/TDD)
FAX: (202) 408-0805

Manpower Demonstration Research Corporation (MDRC)
MDRC develops, oversees, and studies programs intended to increase the self-sufficiency of persons who are disadvantaged. Primarily a research organization, MDRC evaluates existing programs; develops and evaluates new initiatives; provides state

Judith M. Gueron, President
MDRC
3 Park Avenue
New York, NY 10016-5936
(212) 532-3200
(800) 833-MDRC
FAX: (212) 684-0832

and local organizations with technical assistance; and disseminates research findings in publications, conferences, meetings, government testimony, and other settings. They have conducted several major national demonstrations that have tested the effectiveness of programs for welfare recipients, teen parents, school dropouts, and other disadvantaged groups. sck

National Academy for Leadership Development
The National Academy for Leadership Development serves the needs of practicing administrators of vocational-technical-occupational and career education. The focus of the academy's work is on the enhancement of leadership. Membership is by district, institution, or organization. The annual program of work includes seminars and institutes, a quarterly newsletter, research briefs, and networking opportunities. The academy is a joint effort between the National Council of Local Administrators and the Center on Education and Training for Employment.

Robert E. Norton, Director
National Academy for
Leadership Development
Center on Education and
Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210
(614) 292-4353
(800) 848-4815

National Alliance of Business (NAB)
Committed to the building of a quality workforce, NAB works with private employers, private industry councils, and a variety of state and local public/private partnerships to (1) upgrade the skills and abilities of the existing workforce through workplace learning efforts, (2) improve the output of America's public schools by involving business in education reform and improvement, and (3) train the unemployed and underskilled for entry into the labor force through second chance initiatives.

NAB's Information Services Center collects and disseminates information on workforce quality. The Special Library on Workforce Quality is composed of over two-thousand publications, studies, and periodicals on subjects including employment, job training, education improvement, workplace learning, economics development, and vocational education. The alliance also distributes over twenty-five publications and videotapes through the Information Services Center including NAB's own *Work America* newspaper, *Business Currents* (legislative and regulatory newsletter), and *Technical Reports* (analysis of issues related to the JTPA). Publications available address a variety of topics including educational reform, school-business partnerships, JTPA, the Family Support Act of 1988, worker dislocation, job training programs, and transition. mcw

William H. Kohlberg, President
NAB
1201 New York Avenue, NW,
Suite 700
Washington, DC 20005
(202) 289-2888
FAX: (202) 289-1303

National Association for Industry-Education Cooperation (NAIEC)
NAIEC advocates industry-education collaboration in school improvement/reform, preparation for work through career education, and human resource/economic development at the local and state levels. It is the National Clearinghouse for Information on Industry Involvement in Education. NAIEC believes that industry has a central role in helping education refocus/reshape its total academic and vocational program in a coherent systematic manner so that it is more responsive to the needs of students (including special needs) and employers.

Members receive the *NAIEC Newsletter*, a publication on developments in industry-education collaboration in school improvement (public/private/postsecondary) and work/education-related programs. Assistance in planning, organizing, and implementing industry-education cooperative programs and activities at the local and state level and opportunities to participate in research and demonstration projects are available. The association sponsors conferences and publishes materials on topics including industry-education councils, community resources workshops, career/special/vocational education, school-based job placement, industry sponsored educational materials, educational management, and economic development. NAIEC's Awards program recognizes outstanding accomplishments in industry-education collaboration. mcw

Donald M. Clark, President
and CEO
NAIEC
235 Hendricks Boulevard
Buffalo, NY 14226-3304
(716) 834-7047

National Association of Vocational Education Special Needs Personnel (NAVESNP)
NAVESNP is an association of individuals who are involved in vocational special needs education. Members serve individuals who are disabled, disadvantaged, and/or limited-English proficient. Its objectives are to (1) serve as a unifying association for all personnel in the United States interested in or responsible for the development or operation of vocational education programs for learners with special needs; (2) unite related state and regional units and other organizations dedicated to vocational education special needs into a national professional organization; (3) promote and maintain active leadership in vocational, career and occupational education; and (4) provide service to members of the association. Publications include *Journal for Vocational Special Needs Education* and the *Newsnotes* newsletters. sck

Sandy Schmitz, President
NAVESNP
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3896
FAX: (515) 242-5988

National Career Development Association (NCDA)
NCDA, formerly the National Vocational Guidance Association, is for professionals or others interested in career development, career counseling and guidance, or career education programs and practices in a school, business/industry, college, or community setting. NCDA promotes professional development through a variety of services and benefits designed to increase the effectiveness of career development professionals. Its publications provide information about current research, innovative programs, resources, professional activities, and legislation. sck

E. Niel Carey, Executive Director
5999 Stevenson Avenue
Alexandria, VA 22304
(301) 461-5574

National Child Labor Committee
This committee was organized to provide direct and technical assistance to programs on youth-related issues, in particular education, job training, and employment. sck

Jeffrey Newman, Executive Director
National Child Labor Committee
1501 Broadway, Room 1111
New York, NY 10036
(212) 840-1801
FAX: (212) 768-0963

National Commission for Cooperative Education (NCCE)
NCCE—designed for the promotion of cooperative education—defines cooperative education as a process of education which formally integrates a student's academic and/or career interests with productive work experiences in cooperating employer organizations. Students enhance their academic knowledge, persist in the continuation of their education, and improve their personal and professional development through this interaction. The teaching faculty, cooperative education coordinators, and the employing supervisors all share in the intellectual and personal development of the student. The resulting effect is remarkably synergistic with all of the parties benefiting from the collaborative effort. The commission states this form of education is advantageous to the student as well as society, employers, and institutions. For free literature on cooperative education, call or write the NCCE. sck

Peter J. Franks, Vice-President for Administration
NCCE
360 Huntington Avenue
Boston, MA 02115-5005
(617) 437-3465
FAX: (617) 437-3402

National Commission for Employment Policy (NCEP)
NCEP is an independent federal agency with responsibility for examining issues of development, coordination, and administration of employment and training programs, and for advising the President and Congress on national employment and training issues.

Barbara McQuown, Director
NCEP
1522 K Street, NW,
Suite 300
Washington, DC 20005
(202) 724-1545

The Commission, reauthorized under JTPA, conducts and sponsors research, analyzes and synthesizes study findings, holds public hearings, visits training and employment sites, and publishes an *Annual Report* of its findings and recommendations to the President and the Congress. Special topical and interim reports and study findings throughout the year are published. Commission reports are distributed widely within the federal government as well as to state and local governments; the employment and training and education communities; public policy researchers; and the public. sck

National Foundation for Teaching Entrepreneurship to Handicapped and Disadvantaged Youth, Inc. (NFTE)

Steve Mariotti, President
NFTE
64 Fulton Street, Suite 700
New York, NY 10038
(212) 233-1777
FAX: (212) 233-3992

The mission of NFTE is to promote entrepreneurial literacy among economically or physically disadvantaged minority youth living in America's inner cities and to help them start businesses. NFTE's target groups include low-income African-American and Hispanic elementary, junior high, and high school students, pregnant teenagers, incarcerated persons, and youth who are at risk for a variety of reasons.

Based upon four years of successful work with fourteen-hundred at-risk youths from the Greater New York Metropolitan Area, it is NFTE's premise that once these young people have been taught entrepreneurship, they themselves are society's best hope for positive social change and the reversal of the economic and psychological devastation of the inner cities. NFTE has developed comprehensive, hands-on practical programs that guide inner-city students through the entire process of creating a small business. mcw

NISH

Eivind Johansen, President
NISH
2235 Cedar Lane
Vienna, VA 22812-5200
(703) 560-6800

This nonprofit agency is designated by the President's Committee for Purchase from the Blind and other Severely Handicapped to provide technical assistance to sheltered work centers interested in securing federal contracts under the mandatory procurement provisions of P.L. 92-28, the Javits-Wagner-O'Day (JWOD) Act. Its mission is to maximize the employment of persons with severe disabilities by providing comprehensive technical assistance and related support services to qualified nonprofit agencies participating or desiring to participate in the JWOD Program. Formerly called National Industries for the Severely Handicapped, NISH's primary objective is to provide jobs for persons with severe disabilities and promote

their placement into competitive industry. The *NISH Newsletter* highlights activities and services arising from the JWOD Program. mcw

National Institute for Work and Learning (NIWL)

NIWL, an institute of the Academy for Educational Development, seeks to improve the linkages between education and work for youth and adults and to bring into better balance the supply of and demand for critical skills in the workplace. The institute's focus is the pursuit of collaborative efforts among educators, employers, unions, community organizations, and government to resolve work and learning problems. NIWL accomplishes its mission through basic and policy research, action and development projects, program evaluations, information networking, and technical assistance. NIWL has established three distinct program areas for its projects: (1) partnerships for youth transition, (2) worklife education and training, and (3) productive aging. A list of NIWL publications is available on request. mcw

Ivan Charner, Director
NIWL
1255 23rd Street, NW,
Suite 400
Washington, DC 20037
(202) 862-8845

National Institute on Disability and Rehabilitation Research (NIDRR)

As part of the Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education, NIDRR contributes to the independence of persons of all ages who have disabilities by seeking improved systems, products, and practices in the rehabilitation process. It does this through grants, contracts, and cooperative agreements with Indian tribes, universities, research groups, nonprofit organizations, some profit-making companies, and individuals. Recipients of funds range from graduate student fellows to university consortia.

The Rehabilitation Research and Training Centers (RRTCs) constitute NIDRR's largest program. Each center focuses on a particular aspect of the behavioral, medical, or vocational rehabilitation of persons with disabilities. Some centers concentrate on a specific disabling condition such as deafness, low vision, spinal cord injury, or long-term mental illness. Others study activity areas important in the lives of persons with disabilities, including independent living, housing, service delivery, and information systems. mcw

William Graves, Director
NIDRR
U.S. Department of Education
400 Maryland Avenue, SW,
Room 3060 MES
Washington, DC 20202-2572
(202) 732-1134 (Voice)
(202) 732-5079 (TDD)
FAX: (202) 732-5015

National Puerto Rican Coalition (NPRC)
An advocacy organization founded in 1977 to advance the social, economic, and political position of the 2.5 million Puerto Ricans nationwide, NPRC supports high quality vocational-technical education as a solution to the extreme school dropout rate within the Puerto Rican community. cdb

NPRC
1700 K Street, NW, Suite 500
Washington, DC 20006
(202) 223-3915

National Rehabilitation Association (NRA)
NRA membership is composed of persons with disabilities, professional rehabilitation workers, and others from the fields of education, medicine, business, and industry. Members receive eight newsletters annually and the *Journal of Rehabilitation* quarterly. NRA is active in advocacy, legislative design, and the development of education and training programs for persons with disabilities. The main divisions are Job Placement, Rehabilitation Counseling, Rehabilitation Administration, Vocational Evaluation and Work Adjustment, Independent Living, Rehabilitation Instructors, Support Staff, and National Association of Service Providers in Private Rehabilitation. sck

Norma Maxson, Director of Office Operations
NRA
633 S. Washington Street
Alexandria, VA 22314-4193
(703) 715-9090
(703) 715-9209 (TDD)
FAX: (703) 715-1058

President's Committee on Employment of People with Disabilities (PCEPD)
PCEPD is a national source of information and assistance concerning employment and people with disabilities. The committee works with the National Council on the Handicapped through a network of committees at the state and local levels and sponsors the national observation of National Employment Awareness Month (full month of October of each year), an annual conference on the employment of people with disabilities, seminars, and workshops on a range of issues concerning employment. The PCEPD publishes and distributes publications focused on employment and people with disabilities and also sponsors the Job Accommodation Network, an information network and consulting resource to enable qualified workers with disabilities to be hired or retained. sck

PCEPD
1331 "F" Street, NW
Washington, DC 20004-1107
(202) 376-6200 (VOICE)
(202) 376-6205 (TDD)
FAX: (202) 376-6219

Program Improvement Branch (PIB)
PIB provides assistance to states in the improvement of instructional programs, teacher training, special projects, and the use of volunteers in adult education. PIB staff specialists provide technical assistance on a range of special population programs and areas of interest; in addition, it also provides national information services through the Division of Adult

Julia Sheperd, Branch Chief
U.S. Department of Education
Division of Adult Education and Literacy
PIB
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202) 732-2385

Education and Literacy Clearinghouse. The branch provides information on special experimental demonstration projects funded under Section 353 of the Adult Education Act and promotes program improvement in family literacy programs, literacy programs, volunteer programs, older persons programs, the use of technology in education, programs for adults with disabilities, English as a second language programs, correctional education programs, and teacher training programs. PIB provides programmatic direction and technical assistance to the following national discretionary programs authorized under Section 372 of the Adult Education Act: the State English Literacy Program, the National English Literacy Demonstration Program, and the National Clearinghouse on Literacy Education. mcw

Public/Private Ventures (P/PV)
P/PV is a nonprofit corporation that designs, manages, and evaluates social policy initiatives to help young people, especially the hard to serve, become productively employed and self-sufficient. To achievethis, P/PV works with schools, employment and training organizations, community-based agencies, foundations, business, and government to find more effective approaches to education, training, and employment. Current activities include four multisite demonstrations involving urban youth service corps (Urban Corps Expansion Project), unwed teenage fathers, mentoring relationships for ajudicated youth, and enriched summer programming for at-risk youth known as the Summer Training and Education Program (STEP); extensive research on programs providing adult relationships for at-risk youth, youth service corps, and school/business partnerships; replication of the STEP program and investigation of replication as a social policy strategy; and development of academic and life skills curricula for fourteen- to fifteen-year olds and for out-of-school youth. mcw

Michael A. Bailin, President
P/PV
399 Market Street
Philadelphia, PA 19106-2178
(215) 592-9099

Secondary Education and Transitional Programs Branch
This U.S. Department of Education is seeking applications from organizations developing model transition programs. Readers interested in receiving an application should write or call. sck

Michael Ward, Branch Chief
U.S. Department of Education
Office of Special Education
Secondary Education and
Transitional Programs Branch
400 Maryland Avenue, SW
Washington, DC 20202
(202) 732-1163
FAX: (202) 732-5971

Secretary's Commission on Achieving Necessary Skills (SCANS)
SCANS is charged with defining the basic skills which American workers will need to close the gap between educational achievement and workplace requirements. Specifically, the commission plans to define the necessary functional and enabling skills which society must provide to every child in the country by the age of sixteen. These will be skills that can be developed and expanded to serve across a range of positions that an individual can aspire to in a life-long career. SCANS will also lay out guideposts to upgrade skills among those currently in the workforce by defining competencies that workers will need to succeed in high performance jobs. In addition to producing a final report, SCANS will bring together employer, labor, educator, and parent groups to make needed changes. They also plan to encourage schools to develop ways to teach the skills identified and to assess when an individual has mastered them. Employers will also be encouraged to recognize and fully utilize students and workers who have these skills. mcw

William Brock, Chairperson
SCANS
200 Constitution Avenue, NW
Washington, DC 20210
(202) 523-4840
(800) 788-7545
FAX: (202) 523-0467

SER—Jobs for Progress
SER is a national network of forty-three affiliates that provides literacy instruction; basic academic remediation; world of work/job search skills instruction; functional coping skills; educational day care; vocational skills instruction; and placement services to Hispanics, recent immigrants, persons with limited-English proficiency, and other disadvantaged groups. Since 1964 it has been providing assistance to primarily Hispanic communities throughout the United States. The network publishes a newsletter and an annual network directory. sck

Sally Torres, Manager of
Special Projects
SER
100 Decker Drive, Suite 200
Irving, TX 75062
(214) 541-0616
FAX: (214) 650-1860

University Council for Vocational Education (UCVE)
The mission of UCVE is to be a recognized force in shaping the future of vocational education through improving the policy and practices of education in the United States by providing a forum for surfacing and debating the contemporary issues significant to vocational education; developing positions on emerging trends and issues that have implications for improving the policies and practices of vocational education in the near future; improving the capacity of institutions of higher education to shape the direction of vocational education through teaching, research, and service; and promoting an awareness and

Dewey A. Adams, President
UCVE
203 A Agricultural
Administration Building
2120 Fyffe Road
Columbus, OH 43210
(614) 297-4624

understanding of the significant issues in vocational education and the university council's position regarding these issues as well as the capacity of higher education to address the issues. Membership is limited to universities which meet the council's criteria regarding the following: doctoral program, size of staff, related disciplines, staff/faculty research and development, and single location.

Vocational Evaluation and Work Adjustment Association (VEWAA)
A division of the National Rehabilitation Association, members of VEWAA include specialists in vocational evaluation and work adjustment who keep legislators informed of the needs of people with disabilities and advocate for adequate federal and state funding for programs servicing people with disabilities. sck

Stan Ridgeway, President
VEWAA
P.O. Box F, Mail Stop 0581
Juneau, AK 99811
(907) 465-2814
(800) 478-4467
FAX: (907) 465-2856

Women in Community Service, Inc. (WICS)
WICS is a private, nonprofit corporation sponsored by a coalition of five national women's groups. WICS works in local communities across the country to improve the quality of life for women and youth in poverty by providing opportunities in education, vocational training, employment development, and dependent care, using the combined resources of volunteers and staff. Since its founding in 1964, WICS has helped more than three-hundred thousand young people work their way out of poverty, through Job Corps referral and support.

Job Corps is a training and education program for economically disadvantaged youth aged sixteen to twenty-one. Over one-hundred Job Corps centers provide free training programs in trades such as automotive repair, secretarial, plumbing, clerical, carpentry, food services, bricklaying, electrical, nursing, welding, and computers. mcw

Ruth Herman, Executive Director
WICS
1900 N. Beauregard Street, Suite 103
Alexandria, VA 22311
(703) 671-0500
(800) 562-2677

Work, Achievement, Values and Education, Inc. (WAVE)
WAVE, Inc., formerly known as 70001 Training and Employment Institute, operates a network of local sites and provides training services to community-based organizations, schools, and government agencies across the country to address dropout prevention and recovery. This national, nonprofit organization's constant objective is to help as many young people as possible capitalize on their abilities and prepare them for a lifetime of achievement. WAVE has developed

Larry Brown, President
WAVE, Inc.
501 School Street, SW, Suite 600
Washington, DC 20024
(202) 484-0103
(800) 274-2005

programs that offer skills training, help to teen parents, literacy upgrading, and other activities to break the cycle of poverty that contributes to the dropout crisis. mcw

Wider Opportunities for Women (WOW)
This nonprofit organization works nationally and in Washington, DC, to achieve economic independence and equality of opportunity for women and girls. WOW leads the Women's Workforce Network which is composed of over four-hundred sixty independent women's employment programs and advocates in forty-nine states plus the District of Columbia. Each year, WOW's Network serves more than a quarter of a million women seeking employment information, counseling, training, and jobs. Through some of its current projects, WOW consults with school systems to improve vocational education opportunities for women and girls, provides staff development to organizations interested in teaching literacy in the context of employment or intergenerational programs, and provides technical assistance to the national job training community. Publications on WOW advocacy and research activities concerning vocational education programs for women and girls are available for sale by mail. mcw

Donna Milgram, Public Policy Director
1325 G Street, NW, Lower Level
Washington, DC 20005
(202) 638-3143
FAX: (202) 638-4885

CENTERS FOR EDUCATIONAL INFORMATION/SERVICES

The centers and/or offices listed herein provide a variety of information, resources, and referral services concerning issues relating to transition.

ACCESS ERIC

ACCESS ERIC acts as a gateway to ERIC, the Educational Resources Information Center. As the outreach component, it promotes ERIC services and products and acts as a referral service between the system and its users. The toll free service helps keep education practitioners, librarians, policymakers, researchers, and students informed of information offered by ERIC and other education information service providers. It maintains education-related databases available to the public online through GTE Education Services and in hard copy. jeb

ACCESS ERIC
Department CCE
1600 Research Boulevard, 3C
Rockville, MD 20850
(800) USE-ERIC
FAX: (301) 251-5212

Community Transition Interagency Committees (CTIC)

The Minnesota Department of Education has contracted with the Minnesota University Affiliated Program to provide technical assistance to help in the development of CTICs. Seventy CTICs are now in place to coordinate services affecting youth with disabilities as they move from work, postsecondary education and training, and community living. Required by the 1987 legislature and organized by local school districts in Minnesota, the committees include parents, secondary school staff, professionals from adult service agencies such as vocational rehabilitation and county social services, as well as representatives from postsecondary educational institutions. The CTICs' responsibilities include identifying current services and programs for youth with disabilities as well as any gaps in services. Committees must also develop a community plan, with goals and objectives, to ensure that the transition needs of all special education students are met. jeb

CTIC
Minnesota Department of Education
Minnesota University Affiliated Program
Stephanie Corbey, Transition Specialist
550 Cedar Street
829 Capital Square Building
St. Paul, MN 55101
(612) 296-0280
FAX: (612) 296-3272

Council of Chief State School Officers (CCSSO)

CCSSO is a nationwide, nonprofit organization of the fifty-seven public officials who head departments of elementary and secondary education in every state, five U.S. extrastate jurisdictions, the District of Columbia, and the U.S. Department of Defense Dependent's Schools. The council seeks its members' consensus on major education issues and expresses their views to civic and professional organizations,

Gordon Ambach, Executive Director
CCSSO
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
(202) 408-5505
FAX: (202) 393-1228

federal agencies, Congress, and the public. A Resource Center on Educational Equity which provides services designed to achieve equity in education for minorities, women and girls, and for disabled, limited-English proficient (LEP), and low-income students is maintained by the council. CCSSO's staff provides technical assistance in policy formulation, develops programs and materials, gives technical assistance in workshop planning and other services needed by state education agencies, holds working conferences, monitors civil rights issues, and trains local on-site trainers to increase the dimensions of this work. CCSSO also publishes a quarterly newsletter, *CONCERNS*, and holds an annual conference for state education agency equity specialists.

CCSSO is responsible for managing and staffing a variety of leadership initiatives to provide better educational services to children and youth at risk of school failure. It conducts projects on topics such as dropout prevention, improving educational services to LEP students, increasing the participation of female and minority students in mathematics and social studies, transition programs for disabled youth, school-sanctioned community service, educational equity for juvenile female offenders, and AIDS education. sck

Employment Network

The Employment Network focuses on technical assistance that increases the capacity and ability of communities and states to provide integrated employment options for persons with severe disabilities. It is designed to provide timely and accountable technical assistance to agencies and organizations concerned with expanding and improving supported employment efforts. The network's approach is individualized to meet the needs of the recipient, responsive to change, and based on diverse and flexible methods of assistance. jeb

David Mank, Project Director
Employment Network
University of Oregon
College of Education
1761 Alder Street
Eugene, OR 97403-1211
(503) 346-2477

William T. Grant Foundation Commission on Work, Family, and Citizenship

This commission has issued two major reports and two dozen background and information papers on the needs of the "Forgotten Half," the approximately twenty-million young people between the ages of sixteen and twenty-four not likely to pursue a college education. The commission works to implement the recommendations of both reports, and to improve the school-to-work transition of the "Forgotten Half" by

Samuel Halperin, Study Director
William T. Grant Foundation
Commission on Work, Family,
and Citizenship
1001 Connecticut Avenue, NW,
Suite 301
Washington, DC 20036-5541
(202) 775-9731
FAX: (202) 872-4050

raising public and scholarly awareness, building coalitions, sharing information, consulting, and providing technical assistance to federal, state, and other policymakers. jeb

Institute on Disability
The institute's mission is to improve the knowledge, policy, and practice related to the economic and social participation of persons with developmental disabilities. It provides a blend of program development and policy research that addresses the needs of local schools, community services, and state and federal agencies. The goal is to increase the ability of the State of New Hampshire to foster more and higher quality integration of persons with disabilities in their communities. The institute provides local and national information on educational, vocational, community-based residential, social, and recreational programs for individuals with disabilities and is involved in several state and federally supported grants. sck

Jan Nisbet, Director
Robert T. Kennedy, Project Co-Director
Institute on Disability
University of New Hampshire
312 Morrill Hall
Durham, NH 03824
(603) 862-4320
(603) 271-3741
FAX: (603) 862-2030

International Center for the Disabled (ICD)
For seven decades ICD has expanded its mission and met new challenges to improve the lives of the disabled. The center provides services to people from all walks of life, conducts research, and offers professional education courses and develops model programs which it makes available to other agencies and rehabilitation personnel—both nationally and internationally. As a rehabilitation partner of the business community, ICD offers consultation to corporations on the recruitment of disabled employees. It also provides rehabilitation and return-to-work services for employees injured or disabled in the work place and offers a variety of training programs designed to help clients develop marketable skills for the competitive work world. All training courses are fully responsive to local employment conditions. The primary objective is to enable clients to bring their skill levels up to meet entry-level criteria. sck

John Wingate, Executive Director
ICD
340 E. 24th Street
New York, NY 10010
(212) 679-0100
(212) 889-0372 (TTY)

Materials Development Center (MDC)
MDC is a national source for the collection, development, and dissemination of information and materials in the areas of vocational evaluation, work adjustment, rehabilitation facility management and operations, independent living, and transitional employment and supported work. The goal of MDC is to improve the performance of rehabilitation facilities

Ronald Fry, Director
MDC
Stout Vocational Rehabilitation Institute
University of Wisconsin at Stout
Menomonie, WI 54751
(715) 232-1342

serving people who are disabled, resulting in the increased economic independence for disabled persons. The emphasis is upon practical, self-contained, easily modifiable materials. sck

Missouri LINC (MO LINC)
MO LINC is a technical assistance center providing services to special educators, vocational educators, counselors, and administrators who train special needs students as mandated in current legislation. The mission of MO LINC is to improve career, prevocational, vocational, and transition programs for youth with special needs in Missouri. Activities and services include information assistance, publications and product development, research and development, and professional development. sck

Arden Boyer-Stephens, Director
MO LINC
University of Missouri at Columbia
College of Education
401 E. Stewart Road
Columbia, MO 65211
(314) 882-2733
(800) 392-0533 (MO only)
FAX: (314) 882-5071

National Center for Disability Services (NCDS)
NCDS is an internationally known facility which demonstrates the potential of disabled individuals to participate fully in education, employment, and everyday life. The center is composed of four divisions. (1) Vocational Rehabilitation Services evaluates, trains and counsels over six-hundred adults with disabilities each year, with the goal of productive, competitive employment. (2) The Research and Training Institute conducts research on education, employment, and career development of persons with disabilities. The Research and Training Institute also conducts seminars and workshops for hundreds of rehabilitation services professionals. (3) Henry Viscardi School, previously known as Human Resources School, tuition-free and chartered by New York state, educates over two-hundred thirty children with disabilities each year. (4) Abilities Health and Rehabilitation Services offers adults comprehensive outpatient programs in physical therapy, occupational therapy, speech therapy, and psychological services. jeb

Craig Michaels, Coordinator
NCDS
Special Rehabilitation Projects
Vocational Rehabilitation
Services Division
Human Resources Center
201 I. U. Willets Road
Albertson, NY 11507-1599
(516) 747-5400
(516) 747-5355 (TTY)
FAX: (516) 746-3298

National Center for Youth with Disabilities (NCYD)
NCYD is a collaborative project of the Society for Adolescent Medicine and the Adolescent Health Program at the University of Minnesota which was established as an information and resource center focusing on adolescents with chronic illness and disability and the issues surrounding their transition to adult life. Its goal is to foster coordination and collaboration among agencies, professionals, families, and youth in the planning and provision of services,

NCYD, Adolescent Health Program
University of Minnesota
Nancy Okinow, Executive
Director
Box 721-UMHC
Harvard Street at East River Road
Minneapolis, MN 55455
(612) 626-2825
(612) 624-3939 (TDD)
(800) 333-6293
FAX: (612) 626-2134

and to promote awareness of and responsiveness to the health and social needs of youth with disabilities.

Programs are the National Resource Library which maintains a database containing separate bibliographic, program, training/education, and technical assistance files; workshops and conferences at state and national levels which support the design and implementation of state and community programs for youth and their families; publication of monographs, bibliographies, and newsletters on vital issues regarding adolescence and disability; and technical assistance. sck

National Center on Education and Employment (NCEE)

NCEE conducts and disseminates research on how changes in the economy and the workplace, in the workforce itself, and in patterns of work-related learning affect the development and transformation of human capital in this country. Their objective is to build knowledge that will inform public and corporate decisions about who should teach which work-related skills to whom, when, and how. Funded by OERI of the U.S. Department of Education, NCEE is part of the Institute on Education and the Economy at Teachers College. The RAND Corporation of Santa Monica, California, and Washington, DC, is a partner in carrying out center activities. sck

NCEE
Teachers College
Columbia University
Box 174
New York, NY 10027
(212) 678-3091

National Diffusion Network (NDN)

NDN sponsors over one-hundred exemplary programs that can be used to achieve the National Goals for Education issued by the President and the nation's governors in February, 1990. Administered by the U.S. Department of Education, NDN provides funds to disseminate information about exemplary programs to schools, colleges, and other institutions throughout the country. These programs and their sponsoring schools and organizations, the NDN State Facilitators, and the Private School Facilitator form a resource network that helps other schools adopt programs for their own use to improve the education of their students. NDN programs have been field-tested with students and are proven effective plus have been evaluated and approved locally by a panel of the U.S. Department of Education. Projects include Developer Demonstrator Projects, developed by local schools; Dissemination Process Projects, large scale programs run by national organizations; and State Facilitator Projects, which serve as in-state links between NDN programs and local schools interested in implementing the programs.

NDN
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5645
(202) 219-2134

Subjects covered include communication, programs for people who are disabled, educational reform, career and vocational education, and dropout prevention programs. jeb

National Occupational Information Coordinating Committee (NOICC)

A federal interagency committee that promotes the development and use of occupational and labor market information, NOICC's primary mission is to improve communication and coordination among developers and users of occupational and career information and to help states meet the occupational information needs of vocational education and employment and training program managers as well as individuals exploring occupational options and making career decisions. Working with a network of State Occupational Information Coordinating Committees (SOICCs), NOICC provides leadership, funding, and technical assistance to the SOICCs in a variety of ways. NOICC and the SOICCs have developed data systems that are designed to help provide planners and program managers with up-to-date and locally relevant occupational supply and demand information upon which to base program decisions. The two committees have also developed Career Information Delivery Systems (CIDS) and career development programs that help meet the labor market information needs of individuals making decisions about occupations and careers. sck

Juliette N. Lester, Executive Director
NOICC
2100 M Street, NW, Suite 156
Washington, DC 20037
(202) 653-5665
FAX: (202) 653-2123

National Resource Center for Youth Services (NRC)

NRC addresses the specific issues of adolescents as well as their families. The center is dedicated to bridging the gap between the needs and services and to providing direct support to professionals serving youth. NRC offers a growing number of resource publications, curriculum, and videotapes useful to all professionals serving youth covering a number of issues but not limited to residential child care, independent living, shelter care, child and adolescent abuse, teen suicide, juvenile prostitution, substance abuse, personal development, adolescent sexuality, and residential training. The center also provides professional development activities and experience-based consultation on program evaluation, program development, curriculum development, developing and marketing publications, and professional conference planning. sck

James M. Walker, Director
NRC
University of Oklahoma
202 W. 8th Street
Tulsa, OK 74119-1419
(918) 585-2986
FAX: (918) 592-1841

National Youth Employment Coalition (NYEC)
Founded by leaders in the field of youth employment and training, NYEC is composed of over sixty organizations with a common interest in increasing employment, education, and training opportunities for youth, particularly disadvantaged youth. Its objectives are to improve the public's understanding of and support for youth employment programs and initiatives, to serve as a clearinghouse of information and as a catalyst for cooperative ventures from coalition members, voluntary organizations, the education system, and the private sector; and to analyze the impact of present and proposed policies upon the development of a comprehensive youth employment policy. The coalition publishes a monthly newsletter, *Youth Notes*. jeb

Joyce Williams, Project Manager
NYEC
1501 Broadway, Room 1111
New York, NY 10036
(212) 840-1834
(212) 840-1801

Office for Rural Education (ORE)
ORE was established to increase awareness of the unique strengths and needs of rural schools and communities in North Carolina, develop creative systems to better serve rural youth and their teachers, identify research activities designed to better understand the issues facing rural education in the state, and provide training and program activities designed for sub sets of the education community. Other objectives include expanding the use of technology in rural areas; promoting access to educational experiences and opportunities for youth in rural schools; and working with local government, businesses, agencies, and all levels of education to develop a transition model to better prepare students for work or additional education or training. sck

William A. Clauss, Director
ORE
Western Carolina University
Killian Building, Room 223
Cullowhee, NC 28723
(704) 227-7347
FAX: (704) 227-7353

Office of Work-Based Learning
The Office of Work-Based Learning was created within the Employment and Training Administration of the Department of Labor in January, 1990. Its mission is to pursue national initiatives related to improving the skill levels of American workers. Key initiatives involve assisting youth in the transition from school to work and enhancing the skills of employed workers.

Six individual project grants are being awarded to (1) the Pennsylvania Department of Commerce for a program to integrate classroom and worksite learning in the metalworking industry; (2) Workforce L.A. Youth Academy for high schools and three employers to prepare students for careers in telecommunications,

James D. Van Erden, Administrator
U.S. Department of Labor
Employment and Training Administration
Office of Work-Based Learning
200 Constitution Avenue, NW
Room 4649
Washington, DC 20210
(202) 535-0540

banking services, and public service; (3) the Private Industry Council of Boston for Project Protech, in which students preparing for healthcare careers will combine hospital work experience with educational/vocational training during the last two years of public high school and two years of community college; (4) Maryland Department of Economic and Employment Development for three varied programs; (5) the National Alliance of Business for an appliance repair program in DuPage County, Illinois, and a banking program in San Francisco; and (6) Electronic Industries Foundation for an electronics technician training program and curriculum for math/science high school students in northern New Jersey. jeb

Parent Advocacy Coalition for Educational Rights (PACER)

PACER, a coalition of nineteen Minnesota disability organizations, is a center of parents helping parents. Staffed primarily by parents of disabled children, or by disabled persons themselves, PACER offers information about laws, procedures, and parents' rights and responsibilities. The center works with parents of children and young persons with all disabilities—physical, mental, learning, and emotional. PACER's programs help other parents become informed and effective representatives for their children in educational and other service decision making and offers transition workshops for parents of secondary school students with disabilities as well as transition training for special education students in high school settings. PACER publishes the PACESETTER, the ADVOCATE, Transition Link, The Computer Monitor, and the Early Childhood Connection newsletters. cdb

Marge Goldberg, Co-Director
PACER
4826 Chicago Avenue, South
Minneapolis, MN 55417-1055
(612) 827-2966 (TDD and Voice)
FAX: (612) 827-3065

Programs that are Exemplary in Education and Rehabilitation (PEER)

The PEER Regional Network, a project supported by the National Institution on Disability and Rehabilitation Research, operates out of the Research and Training Institute at the National Center for Disability Services. It focuses on programs that provide transition services to school or work, supported employment, vocational services for individuals with chronic mental illness, assistive technology in the workplace, and workplace accessibility. It promotes the use of proven, effective programs and practices to improve the technical service delivery system for individuals with disabilities. This is accomplished through identification, validation, and recognition of exemplary programs based upon a

Sheila Sarrett, Director
PEER
National Center for Disability Services
201 I.U. Willets Road
Albertson, NY 11507
(516) 747-5400 (ext. 1306)
(516) 747-5355 (TTY)
FAX: (516) 747-5378

rigorous evaluation process, dissemination of exemplary program information, and providing technical assistance to organizations seeking to replicate exemplary program models.

PEER will look closely at emergent issues in supported employment, parental involvement, independent living, educational and workplace integration, rehabilitation engineering services, and interagency coordination in transition programs. jeb

Quality Education for Minorities Network (QEM)

Shirley McBay, President
QEM
1818 N. Street, NW, Suite 350
Washington, DC 20036
(202) 659-1818

QEM serves as the focal point for the implementation of strategies set forth in the QEM Project Action Council and Resource Group's report, *Education That Works: An Action Plan for the Education of Minorities*. Goals include explicit inclusion of minorities in school restructuring; broad publication and replication of educational strategies which have been proven most effective; the importance of improving education for all students; and minority families and communities taking greater responsibility for the education of their children, for raising aspirations and commitment to success, and for promotion of the values of discipline and hard work required to succeed in school, in the workplace, and as citizens. QEM is also concerned with strengthening the school-to-work transition. To assist in reaching these goals a computerized database categorizing successful educational programs around the country is being assembled.

Although its efforts will focus on members of those groups historically underserved (Alaska Natives, American Indians, African Americans, Mexican Americans, and Puerto Ricans), the QEM Network advocates quality education for all students. QEM will expand to include other groups poorly served by our educational system due to socioeconomic status or language barriers. sck

Rehabilitation Research and Training Center (RRTC)

Paul Wehman, Director
RRTC
Virginia Commonwealth University
VCU Box 2011
1314 W. Main Street
Richmond, VA 23284-2011
(804) 367-1851
FAX: (804) 367-2193

The Virginia Commonwealth University RRTC focuses on improving the employability of citizens with developmental and other severe disabilities and provides high-quality and diverse applied research in the competitive employment area, derived from work with persons with severe disabilities. RRTC houses a direct service demonstration project which focuses on

supported competitive employment for persons with traumatic brain injury. Center staff anticipate that research and training results will influence employers, professional service providers, parents, and others involved in public policy decisions. A list of the center's transition and supported work publications is available upon request. jeb

Resources in Special Education (RiSE)
RiSE provides information and resources for individuals and organizations interested in the education of children with exceptional needs in California and is sponsored by the California State Department of Education, Special Education Division. Exemplary program overviews, best practices, current research and reports, materials for staff development, and information on Special Education Division projects and activities are available through the statewide lending library and RiSE publications. RiSE provides reference and referral services from an extensive resources collection, maintains two electronically accessible databases, publishes training and information manuals, and produces a bimonthly newsletter, the *Special EDge*. A list of publications is available upon request. sck

RiSE
650 Howe Avenue, Suite 300
Sacramento, CA 95825
(916) 641-5925
FAX: (916) 641-5871

Support Center for Educational Equity for Young Mothers
The Support Center for Educational Equity for Young Mothers was established to serve as a resource to policymakers, practitioners, and service providers working to improve educational opportunities for women who began childbearing before graduating from high school. Staff at the support center conduct research, produce reports, provide training, and offer technical assistance. A project of the School and Community Services division of the Academy for Educational Development, the support center is committed to the notion of educational reform that stresses both excellence and equity. Much of its work focuses on four primary objectives: (1) improving the access of poor youth to educationally sound programs, (2) reducing school dropout rates, (3) preventing adolescent pregnancy, and (4) improving school-to-work transition. sck

Constancia Warren, Director
Support Center for Educational Equity for Young Mothers
Academy for Educational Development
100 Fifth Avenue
New York, NY 10011
(212) 243-1110

Technical Assistance for Special Populations Program (TASPP)

TASPP is a service function of the National Center for Research in Vocational Education, University of California at Berkeley. Housed in the University of Illinois site, it is designed to assist in the improvement of vocational education programs for special needs youth and adults. TASPP's goals are to provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; initiate and support networks of professionals serving the vocational education needs of special groups; and provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations. TASPP activities include conducting workshops; publishing a quarterly newsletter, *TASPP BULLETIN*, and a topical series, *TASPP BRIEF*, on critical issues and policy options; and developing appropriate materials for national distribution. sck

National Center for Research in Vocational Education
Carolyn Maddy-Bernstein, Director
TASSP
University of Illinois
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807
FAX: (217) 244-5632

TRANSCen, Inc.

A private, nonprofit corporation, TransCen, Inc. was created to develop programs, methodology, and systems coordination that will enable young people with disabilities to successfully transition from school to work. Since its inception in 1986, TransCen has taken the lead in the development of several unique transition projects and has worked closely with Maryland's Montgomery County Public Schools, employers, adult service agencies, and county government. It has developed and currently operates a coordinated system of job development with the schools and adult agencies, funded and monitored a special transitional employment program for students with severe learning disabilities, developed a supported employment model funded by and operated within a major corporate employer, helped begin a corporate employee assistance program for young workers with learning disabilities, and initiated a model supported employment transition project for youth with severe and profound disabilities. Current efforts focus on providing technical support and disability awareness training to area employers to assist them in implementing the Americans with Disabilities Act and to hire and retain employees who are disabled. TransCen publishes a number of handbooks on relevant topics as well as a quarterly newsletter, *Into the Future*. jeb

Richard Luecking, President
Margaret Leedy, Resources Consultant
TRANSCen, Inc.
230 N. Washington Street, Suite 200
Rockville, MD 20850
(301) 424-2002

Transition Institute
In 1985, the Secondary Transition Intervention Effectiveness Institute was founded to address both the theoretical and practical problems of transition among youth with disabilities. The goal is to seek solutions through intervention, evaluation, and technical assistance. The purpose of the institute is to operationalize a research model that will have an influence on students in transition, the supporting social systems, the community, and the societal, economic, and governmental systems that influence the development and implementation of policy. Publications include the *Interchange* newsletter. sck

Frank R. Rusch, Director
Transition Institute
University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333-2325
FAX: (217) 244-0851

Vocational Education Resource System (VERS)
Funded by the Career-Vocational Education Division of the California Department of Education, VERS is a comprehensive technical assistance and information referral system which assists career-vocational teachers, counselors, and administrators to improve and expand programs and services for special population students (disadvantaged, at-risk, disabled, or limited-English proficient). VERS provides technical assistance to educators in areas such as integration of academic and vocational education, program administration, instructional strategies, fiscal and accountability, and grantwriting. VERS offers regional workshops, inservice training, and telephone consultation to educators throughout California; in addition, it also operates the Special Populations Library, offering audiovisual, textbooks, curriculum guides, reports and other publications for loan to educators, especially those working with special needs students. jeb

Tony Apolloni, Director
VERS
California Institute on Human Services
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416
FAX: (707) 664-2417

Work Keys
Work Keys is a proposed national system for teaching and assessing employability skills which has four essential, interactive components: (1) a systematic process for profiling individual jobs according to specific skills they require, (2) a variety of tests and assessment procedures for measuring a person's job-related skills, (3) innovative formats for recording and reporting assessment results, and (4) instructional materials and resources directly related to skills that are profiled and assessed. The system will be especially useful in addressing the needs of high school students who are neither college bound nor in traditional vocational programs, in postsecondary institutions, employer-sponsored training programs, and second-

Patricia Ferguson
Work Keys
ACT National Headquarters
P.O. Box 168
Iowa City, IA 52243
(319) 337-1409

chance training programs such as JTPA. Designed to ease transitions from one environment to another helps it eliminate barriers that discourage individual growth and development.

In addition to reading, writing, and computation skills, Work Keys will assess such employability skills as problem solving (critical reasoning); scientific reasoning; organizational effectiveness (leadership); interpersonal, negotiation, and teamwork; motivation and self-development; listening/oral communication; and "ability to learn." It will also help individuals develop needed skills in all of these areas. Work Keys may be used to determine a person's level of competency in a broad array of skill areas and then match them with the requirements for specific jobs. The system as envisioned will be implemented mainly through state departments of education and state postsecondary education agencies and institutions, as well as in employee training.

American College Testing is developing Work Keys in cooperation with employers, state education agencies, and the American Association of Community and Junior Colleges. The system will be ready for pilot testing within a couple of years and will be field tested in the workplace, in designated community, junior, and technical colleges, and in other postsecondary institutions before it is introduced more widely. mcw

CLEARINGHOUSES

This section lists the clearinghouses which provide specialized information to teachers, administrators, students, counselors, policymakers, parents, disability advocates, and people with disabilities. These clearinghouses provide services and publications in the form of response by letter, telephone, and electronic interaction; newsletters; bibliographies; computer-based information network; monographs; journal columns and articles; fact sheets and resource papers; resource directories; referral lists; computer searches; specialized projects; conference presentations; and telephone consultation.

Clearinghouse on Disability Information
Created by the Rehabilitation Act of 1973, the clearinghouse responds to inquiries, and researches and documents information operations serving professionals at national, state, and local levels involved in providing services and programs to people who are disabled. The clearinghouse responds to inquiries on a wide range of topics. Information is especially strong in the areas of federal funding for programs serving disabled people, federal legislation affecting the disabled community, and federal programs benefiting people with disabilities. The clearinghouse is knowledgeable about who has information and refers inquirers to appropriate sources. Publications include their free newsletter, *OSERS News in Print*, which focuses on federal activities affecting people with disabilities and new developments in the information field. sck

Clearinghouse on Disability Information
Office of Special Education and Rehabilitative Services
U.S. Department of Education
Switzer Building, Room 3132
330 C Street, SW
Washington, DC 20202-2524
(202) 732-1241
(202) 732-1723

ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)
The ERIC Clearinghouse provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Publications include in-depth reviews, *Digests* that summarize information on selected topics, *Trends and Issues Alerts* that provide information on emerging trends and issues, and *Practice Application Briefs* that are based on research findings. The services include computer searches and referrals. sck

Judy Wagner, Assistant Director for Dissemination
ERIC/ACVE
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815
FAX: (614) 292-1260

ERIC Clearinghouse on Handicapped and Gifted Children (CEC/ERIC)
The ERIC Clearinghouse on Handicapped and Gifted Children, operated by the Council for Exceptional Children (CEC), gathers and disseminates educational information on all disabilities and the gifted across all age levels. The areas included in its scope concern all aspects of the education and development of people

Kathleen McLane, Associate Director
CEC/ERIC
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660
FAX: (703) 264-9494

who are disabled and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream. The clearinghouse abstracts and indexes the special education literature included in the computerized ERIC database and its monthly print indexes, *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE). The services include workshops and technical assistance; computer searches of the ERIC and Exceptional Child Education Resources (ECER) databases; and analyses of current trends and issues. sck

HEATH Resource Center
The HEATH Resource Center operates the national clearinghouse on postsecondary education for individuals with disabilities and serves as an information exchange about educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, transition training and adult education programs, independent living centers, and other training entities which serve youth and adults beyond high school. The center gathers and disseminates this information so that people with disabilities can develop their full potential through postsecondary education and training if they choose. Providing technical assistance to colleges, universities, and postsecondary programs to help them include students with disabilities, the center maintains a toll-free number, provides single copies of materials free of charge in print or alternative media, and encourages duplication and dissemination of its resources. HEATH disseminates the *Information from HEATH* newsletter, which is available free. A list of publications is available upon request. sck

Rhona C. Hartman, Director
HEATH Resource Center
American Council on Education
One Dupont Circle, NW,
Suite 800
Washington, DC 20036-1193
(202) 939-9320 (Voice or TDD)
(800) 544-3284 (Voice or TDD)

Juvenile Justice Clearinghouse
The clearinghouse was created to keep the juvenile justice professionals in touch with the work of the Office of Juvenile Justice and Delinquency Prevention and other ongoing research. Available publications include research reports, program descriptions, training or technical assistance materials, evaluation studies, summaries of significant books, and bibliographies as well as customized resource searches using their database and referral to other agencies and organizations for further technical assistance. sck

Verne L. Speirs, Administrator
Juvenile Justice Clearinghouse
Office of Juvenile Justice and
Delinquency Prevention
U.S. Department of Justice
Box 6000
Rockville, MD 20850
(301) 251-5500 (in
Washington, DC)
(800) 638-8736

National Clearing House of Rehabilitation Training Materials (NCHRTM)

The National Clearing House of Rehabilitation Training Materials' (NCHRTM) mission is to enhance the nation's rehabilitation process through the identification and dissemination of human resources development materials and utilization of information in the education and training of rehabilitation personnel. This effort facilitates the implementation of initiatives in the transfer of information from training and demonstration projects. The library materials include print and media formats generated by grant projects that are not widely available elsewhere and include special education materials on the topic of transition. Selected reports and monographs from research and training centers, rehabilitation engineering centers, and demonstration projects are also available. *NCHRTM Memo*, a quarterly newsletter available free of charge, describes printed materials, video tapes, combined training packages, and other resources available from NCHRTM or the developer. Information requests are received by phone, mail, and electronic mail by title or subject, and resources are distributed as loan or on cost recovery basis. jeb

Paul Gaines, Director
E. Jo Heiliger, Information Specialist
NCHRTM
816 W. Sixth Street
Oklahoma State University
Stillwater, OK 74078
(405) 624-7650
FAX: (405) 624-0695

National Clearinghouse on Women and Girls with Disabilities

Established by the Women and Disability Awareness Project (sponsored by the Educational Equity Concepts organization), this clearinghouse provides information on services for women and girls with disabilities, defined to include physical, sensory, language, cognitive, emotional, and health disabilities. Services include maintaining a database, providing references and referrals, developing a communication network, and conducting public education regarding women and girls with disabilities. jeb

Ellen Rubin
National Clearinghouse on Women and Girls with Disabilities
114 E. 32nd Street
New York, NY 10016
(212) 725-1803

National Dropout Prevention Center (NDPC)

National Dropout Prevention Center (NDPC) gathers, analyzes, and disseminates information to individuals and groups involved in school dropout prevention efforts. Its mission is to reduce the dropout rate in schools by helping to develop public-private partnerships between schools, businesses and communities to meet the needs of at-risk youth. The center publishes the quarterly *National Dropout Prevention Newsletter, A Series of Solutions and Strategies* serial, and numerous topical publications, maintains the FOCUS database on dropout prevention, and also manages the National Dropout Prevention

Jay Smink, Executive Director
NDPC
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 868-3475 (SC only)
FAX: (803) 656-0136

Network which is a membership-based organization of over twenty-five hundred professionals involved in school dropout prevention efforts. The annual National Dropout Prevention Conference is a major activity of the network. jeb

National Information Center for Children and Youth with Disabilities (NICHCY)
NICHCY operates as a national clearinghouse to provide free information to assist parents, educators, caregivers, advocates, and others to improve the lives of children and youth with disabilities and to assist them in becoming participating members of the community. The center collects and shares information and ideas that are helpful to children and youth with disabilities and the people who care for and about them. NICHCY answers questions, links people with others who share common concerns, provides technical assistance, publishes information products, and uses visual media to inform. Essentially, NICHCY helps information flow between the people who have it and those who need it. The publications on current issues available at no charge from NICHCY include three *News Digest* per year, one *Transition Summary* per year, briefing papers, fact sheets, and state resource sheets. A list of free publications is available upon request. sck

Carol Valdivieso, Director
NICHCY
P.O. Box 1492
Washington, DC 20013
(703) 893-6061 (Voice/TDD)
(800) 999-5599 (recorded message)
FAX: (703) 893-1741

COMPUTER-BASED INFORMATION NETWORKS

In this section, computer-based information networks which provide instantaneous on-line messaging and database services to the education community are described. These networks are an efficient method of communicating with other school districts, agencies, and institutions of higher education and keeping abreast of the latest legislation, programs, funding, resources, and other pertinent information concerning special education.

ADVOCNET

The National Center for Research in Vocational Education (NCRVE), University of California at Berkeley, manages ADVOCNET, a national electronic mail system linking adult, vocational, and technical educators, administrators, and others. The service features message exchanges, bulletin boards, and teleconferencing. The network serves to inform the vocational community nationwide about meetings, workshops, conferences, new products, and other information of special interest.

ADVOCNET provides access to people and information throughout the nation in a variety of ways which include communicating with other users effectively; sending messages to many users at once by using mail distribution lists; composing messages on your personal computer and uploading them, or composing messages online; sending data files or formatted documents, even spreadsheets and word processing documents, to other users; accessing news and information services and online database services, including VECM, RIVE, and ERIC; and posting and reading ADVOCNEWS bulletin board items on a variety of subjects. ADVOCNEWS is an electronic bulletin board for the exclusive use of ADVOCNET members. Announcements and requests can be posted in many categories, including meetings, jobs, special needs, new products, legislation, and requests.

All that is needed to access ADVOCNET is a personal computer or terminal, modem, phone line, and subscription through BT North America Inc., the vendor. Technical assistance is available toll free from NCRVE and from the vendor, BT North America, Inc. Online help, an interactive online tutorial, and printed documentation is also available to users. For subscription information, contact BT North America, Inc., 2560 N. First Street, P.O. Box 49019, San Jose, CA 95161-9019, (800) 872-7654. sck

David Carlson, Administrative Assistant
NCRVE
1995 University Avenue, Suite 375
Berkeley, CA 94704-1058
(510) 642-3798
(800) 762-4093
FAX: (510) 642-2124

SpecialNet

The world's largest computer-based information network for education professionals, SpecialNet consists of three parts: (1) electronic mail, (2) bulletin boards, (3) and databases. It provides communication from classroom teachers to administrators in county, state, and federal offices of education. More than forty national bulletin boards including Assessment, Litigation, Rural, Spec.ed.needs, and Transition are available along with over fifty active state bulletin boards. SpecialNet's databases consist of several types, including specialized databases such as Program Evaluation and topical databases which include archived information taken from many SpecialNet bulletin boards and stored so users can locate information on a specific topic. SpecialNet is available twenty-four hours a day, seven days a week, through virtually any telephone in the United States and Canada, as well as seventy additional countries worldwide. sck

GTE Education Services
Subscription Services
8505 Freeport Parkway,
Suite 600
Irving, TX 75063
(800) 468-8550

DATABASES

Databases provide a wealth of pertinent information regarding special needs populations to interested parties. Those listed herein represent available databases that include information on transition.

ABLEDATA

ABLEDATA is a computerized listing of over sixteen-thousand commercially available products for rehabilitation and independent living. Annotations about each product give detailed descriptions. Professionals or others who subscribe to Bibliographic Retrieval Services (BRS) may access ABLEDATA directly. For information about BRS, write to 1200 Route 7, Latham, NY 12110 or call (800) 345-4277. New York residents call (518) 783-1161. The database is also available in CD format for Macintosh and IBM computers. Searches are available through information specialists at the ABLEDATA for persons without access to the database. jeb

ABLEDATA
Adaptive Equipment Center
Newington Children's Hospital
181 E. Cedar Street
Newington, CT 06111
(203) 667-5405 (in CT)
(800) 344-5405

Developmental Disabilities Technology Library (DDTL)

The Developmental Disabilities Technology Library (DDTL), accessed through the DD Connection electronic mail and bulletin board system, is a computerized database of information on the application of advanced technology and assistive devices with children and adults who are disabled. Recognizing both the tremendous opportunities for increased independence and productivity afforded by today's technology and the difficulty in obtaining necessary information for its appropriate use, the Texas Planning Council for Developmental Disabilities and the national headquarters of the Association for Retarded Citizens has established an easily-accessed resource containing a wide variety of information for service providers, administrators, parents, persons with disabilities, and other interested persons. The DDTL contains information about technology and assistive devices for persons with disabilities in the following three categories: (1) publications, (e.g., books, journal articles, and magazine articles); (2) resource agencies; and (3) vendors of assistive devices.

The DDTL is accessible to a subscriber who logs onto the DD Connection's electronic mail and bulletin board system. It is free to subscribers, except for the standard telephone charges. To become part of the DD Connection Network, a user must have a computer or terminal, a modem, and communications software.

Carrie Brown, Director
Jolyn Redden, Information Specialist
DDTL
Association for Retarded Citizens
2501 Avenue J
Arlington, TX 76006
(817) 640-0204

Users are able to read information stored in the database and copy desired information to their printer or disk if their communications software is equipped with such capabilities. Searches can be conducted off-line for retrieval of identified documents at a later time. jeb

EdLINC

EdLINC is a national network offering free services to professionals in resource media, information, library, and service centers, in addition to anyone responsible for finding, recommending, and purchasing new materials, and providing current information on instructional materials and school products (tests, software, books, multimedia, computer/audiovisual equipment, and school supplies). EdLINC is designed to help meet the needs of teachers, administrators, students, and allied educational professionals.

The network provides up-to-date information through the EdLINC Database, a free electronic catalog information service that enables educators to find the most appropriate materials to match their needs quickly and easily. A monthly newsletter, a membership directory to encourage member interaction, and its national annual convention are provided. EdLINC's professional goal is to promote better education through better information. jeb

Victor E. Fuchs, Director
EdLINC
P.O. Box 14325
Columbus, OH 43214
(800) 736-1405 (8AM-5PM, M-F EST)
FAX: (614) 433-0852

ERIC

The Educational Resources Information Center (ERIC), sponsored by the Office of Educational Research and Improvement (OERI), U.S. Department of Education, is designed to provide users with ready access to primarily the English language literature dealing with education. It does so through a variety of products and services that include databases, abstract journals, microfiche, computer searches, document reproduction, analyses, and syntheses. ERIC maintains the world's largest education database that covers all aspects of education and is accessible in most university, state, and large city libraries in at least one of four formats: (1) manual indexes, (2) microfiche collection, (3) online service, and (4) CD-ROM retrieval system. jeb

ERIC
U.S. Department of Education
OERI
555 New Jersey Avenue, NW
Washington, DC 20208-5720
(202) 219-2289
(800) USE-ERIC
FAX: (202) 219-1817

National Information Center for Educational Media (NICEM)

The NICEM database covers the entire spectrum of nonprint media intended for use in the educational field from preschool to graduate, or professional school levels, and for vocational training. Librarians, media specialists, curriculum planners, educators, trainers, and researchers can select from among thousands of programs available from a variety of producers and distributors. All subject areas that apply to learning are included in the database. Heavily covered subject areas include vocational/technical education, and guidance/counseling. Special education information is also available. NICEM continues to acquire and collate information from a number of sources including producer and distributor catalogs for nonprint materials, the Library of Congress media centers, colleges, universities, and libraries.

Patrick J. Sauer, Managing Editor
NICEM
Publishing Division, Access Innovations, Inc.
P.O. Box 40130
Albuquerque, NM 87196
(505) 265-3591
(800) 468-3453
FAX: (505) 256-1080

OPEN ACCESS Databases

OPEN ACCESS maintains three databases for use by educators which are built around a powerful, but user-friendly full-text search and retrieval package. The search software allows users to easily access database information in a variety of useful ways. For example, the electronic directory can be searched by program title, by publisher, by curriculum area, by grade level, by disability—whichever is appropriate. The databases require an IBM or compatible computer system equipped with a hard disk drive and at least three megabytes of disk space.

The SpecialWare Database is designed to help staff within school districts, resource centers, libraries, and other facilities to identify software appropriate for students with physical, sensory, or cognitive impairments. The database contains nearly one-thousand descriptions of commercially published programs. These programs cover the full spectrum of special education—from early childhood to adult education, from mildly disabled to severely disabled, from reading to word processing to administration. The SpecialWare Database is available at $99 for a single copy. Each software description includes many helpful details such as the reading level required to use the program, the curriculum areas that are covered, and the special needs that can be accommodated. A narrative description and the publisher's name, address, and phone number are included as well. In many cases, the description also contains information on published reviews of the program.

Jack Moore, Contact Person
OPEN ACCESS Publishing Group
P.O. Box 889
Warrenton, VA 22186
(703) 439-1492

The other two databases are the SpecialMedia Database, which contains two-thousand nonsoftware resources and is available for $49, and the Educational Journals and Newsletters Database, which contains five-hundred resources and is available for $29 as a database or $19.95 as a print directory. (All prices include shipping and handling.)

Research in Vocational Education (RIVE)
RIVE is a specialized database covering ongoing and recently completed projects in the field of vocational education which also indexes the products and reports resulting from those projects. Special emphasis is given to the research, personnel development, and curriculum development activities funded under the Carl D. Perkins Vocational and Applied Technology Education Act.

David Carlson, Manager
RIVE
NCRVE
1995 University Avenue,
Suite 375
Berkeley, CA 94704-1058
(510) 642-3798
(800) 762-4093
FAX: (510) 642-2124

Researchers should search RIVE before applying for federal or state funds. RIVE may be used to study trends in funding, such as amount or duration of study and may also be of use to professionals in the field of vocational education for identifying new developments and projects. It includes descriptive abstracts of most project proposals. Projects in all fields of vocational education are covered including adult education, basic skills education, bilingual vocational education, curriculum development, gifted and talented programs, job placement, personnel development, and rural education.

The database is available through BRS Information Technologies. Many larger libraries subscribe to BRS and conduct searches on request. The National Center for Research in Vocational Education (NCRVE) also conducts searches for clients and works with state program improvement officers and the federal Office of Vocational and Adult Education to maintain the content of the database. BRS and NCRVE also provide technical support to database users. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, 800-289-4277. sck

Technical Center for Research in Vocational Education (TASPP) Computerized Information Base

NCRVE-TASPP
University of Illinois
Department of Vocational
and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807
FAX: (217)-244-5632

The Technical Center for Research in Vocational Education (TASPP) has designed a computerized information base exclusively for practitioners, researchers, and policymakers regarding vocational education programs for special needs populations. Custom designed information searches are made available at no charge on topics such as transition, at-risk youth and adults, limited-English proficient students and immigrants, teen pregnancy, rural and urban education, and integrating vocational education and academics.

Entries contained in the base include the following: reference materials including the most recent research reports, monographs, state reports, organizational initiatives, program development manuals, journals, and newsletters; organizations, associations, and agencies; centers for educational information/services including curriculum centers, clearinghouses, computer based-information networks, and databases; names and addresses of contact persons in state and national agencies, associations, and organizations; and exemplary programs/practices identified by TASPP staff. This computerized information base is accessible by writing or calling the TASPP staff at the above address and telephone number. sck

Vocational Education Curriculum Materials (VECM)

David Carlson, Manager
NCRVE-VECM
1995 University Avenue,
Suite 375
Berkeley, CA 94704-1058
(510) 642-3798
(800) 762-4093
FAX: (510) 642-2124

The VECM database is a comprehensive centralized computerized database of information on curriculum materials. Its development was the result of a cooperative effort by the six Curriculum Coordination Centers (CCCs) of the National Network for Curriculum Coordination in Vocational Technical Education (NNCCVTE) and NCRVE. Only current vocational and technical curriculum materials that have national availability appear in VECM. About six-thousand records of both print and nonprint materials (including about eleven-hundred microcomputer courseware entries) are now in the database, and the number is continually increasing. An important recent emphasis has been on the entry of information on curriculum materials for special needs populations.

Each VECM entry includes the following information about the curriculum product: title, date, sponsoring agency, developer, subject matter classification,

educational level, intended user, student target population, description of the print or nonprint materials, copyright restrictions, and availability. The database is available through BRS Information Technologies. Many larger libraries as well as the NNCCVTE subscribe to BRS and conduct searches on request. NCRVE also conducts searches for clients. The CCCs and NCRVE continue to build and maintain the VECM database. All vocational and technical educators are encouraged to contribute information about curriculum materials. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

EXEMPLARY VOCATIONAL SPECIAL NEEDS PROGRAMS

The Technical Assistance for Special Populations Program (TASPP) of the National Center for Research in Vocational Education, University of California at Berkeley, conducts an annual search for exemplary vocational education programs serving students with special needs. TASPP's evaluation process focuses on specific components which research has shown are characteristic of effective programs. Applications providing detailed program descriptions are evaluated for these components by leaders in the field of special needs vocational education. The following entries represent transition programs identified as a result of this search.

Commercial Art Program for the Disabled

The Commercial Art Program for the Disabled at Cuyamaca College is a unique program designed to increase employment opportunities for individuals with disabilities through intensive training on technologically advanced equipment, a specialized curriculum, on-site internship, and job placement support services upon completion of coursework. In conjunction with this program, linkages have been formed between the colleges and area businesses and industries which has resulted in financial and technical support, equipment donations, publicity, and career opportunities for graduates. The corporations donating the computer equipment provide training. A job specialist secures internships and employment opportunities for students and graduates, as well as conducts employability skills training and job search activities. Full- and part-time faculty in the field of commercial art comprise the teaching staff.

The disabilities of students served ranged from moderate to severe and have included deaf and hearing impaired, brain-injured, learning disabled, mobility impaired, and psychologically disabled. Classroom accommodations and a full range of support services are available to enhance the success of the students. This program was identified as an Honorable Mention in the 1990 National Recognition Program for Exemplary Vocational Educational Programs Serving Special Needs Population. jeb

Teresa McNeil, Coordinator
Commercial Art Program for the Disabled
Disabled Students Programs and Services
Cuyamaca College
2950 Jamacha Road
El Cajon, CA 92019
(619) 670-1980 Ext. 239

Comprehensive Bilingual Vocational Education for Refugee Youth

Operated by the Catholic Charities of Richmond through a grant from the U.S. Department of Education, this Bilingual Vocational Education (BVE) program states the following goals: (1) reduce the dropout rate among at-risk, limited-English proficient (LEP) youth,

Mary Jo Bateman, Project Director
BVE
1010 N. Thompson Street
Richmond, VA 23230
(804) 354-0720
FAX: (804) 354-0729

(2) increase the English language skills to the degree necessary for independent functioning in the U.S., (3) provide training in a vocational area in conjunction with employment acquisition/retention skills, and (4) increase self-esteem and goal-directed behavior among students involved in the program.

This two-year BVE program includes one-half day of intensive English as a second language instruction, one-half day of vocational training with bilingual assistance, and three hours per week of training in job readiness and independent living skills. In its first year of operation, the program significantly decreased the dropout rate among LEP students in the two county school systems being served. Chesterfield County's LEP dropout rate decreased from thirty-five percent to zero percent. Henrico County's LEP dropout rate dropped from twenty percent to four percent. Preliminary results of an independent evaluation of the program by Virginia Commonwealth University show that ninety-six percent of students contacted who have completed the BVE program are either employed or continuing their education. This program was recognized as exemplary in the 1991 National Recognition Program for Exemplary Vocational Educational Programs Serving Special Needs Populations.

General Trades/Vocational Experiences for Exceptional Persons

The purpose of the General Trades program is to prepare students with special needs for integration into mainstream programs and/or appropriate work situations. The program primarily serves students with visual, hearing, speech, orthopedic, and other impairments; students with disabilities; and those with limited-English proficiency. Through the combined efforts of General Trades and Technical Center staff, students are provided an array of services, including (1) prevocational exploration and assessment programs, (2) vocational/academic assessment, (3) curriculum-based assessment, (4) vocational participation in all Pupil Evaluation Team meetings, (5) Individualized Vocational Education Plans, (6) continuous career planning and guidance support, (7) Work Experience Program arranged by a full-time job developer and a job coach, and (8) tutorial assistance within the vocational class/shop environment.

Program success is reflected by the following: (1) eighty percent of students are placed in mainstream programs and succeed in them; (2) increased self-

Gunnel White, Program Coordinator
General Trades/Vocational Experiences for Exceptional Persons
Portland Regional Vocational Technical Center
196 Allen Avenue
Portland, ME 04103
(207) 874-8165
FAX: (207) 874-8170

esteem; (3) academic/vocational skills attainment; (4) increased work productivity and improved work ethic; (5) improved attendance and interest in school work; (6) knowledge of community resources and life skills gain; and (7) increased abilities in seeking, obtaining, and maintaining employment. This program was recognized as exemplary in the 1991 National Recognition Program for Exemplary Vocational Educational Programs Serving Special Needs Populations. ztb

Hamilton County Transition to Work

The Hamilton County Transition to Work Project is an interagency collaboration funded by a contract with the Ohio Rehabilitation Services Commission Bureau of Vocational Rehabilitation, administered by the Great Oaks Joint Vocational School. The goal of this project is to achieve competitive employment of students with severe disabilities through the use of job coaches who work with students to assess optimal learning styles and analyze job tasks to determine the best way to teach the job skills. When a successful job match is made, the job coach works one-on-one with the student at the job site until the student is able to work independently. Successful completion of the project occurs when the student has maintained competitive employment without assistance for at least sixty days. This was designed as a 1991 Honorable Mention Awardee of the National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations. This project has also been recognized as a model transition program by Ohio's Interdepartmental Task Force on Transition. jeb

Margaret A. Hess, Supervisor
for Special Needs Programs
Hamilton County Transition
to Work
Great Oaks Joint Vocational
School District
3254 E. Kemper Road
Cincinnati, OH 45241
(513) 771-8925

North High School Vocational Program

This program was identified as an Honorable Mention in the 1991 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations. Serving qualifying students with special needs (grades nine through twelve), who may have difficulty obtaining or maintaining employment, the main goal of the North High School Special Education Vocational Program is to help these students become employed on a full-time, permanent basis after completing high school. Components of the program include vocational assessment, vocational counseling, job training, job-seeking assistance, and work experience. Other services may include providing tools and equipment, clothing for work, occupational licenses, transportation allowances, college fees, and advanced training.

Myrna Specktor, Campus
Coordinator
North High School
3620 W. 182nd Street
Torrance, CA 90504
(213) 533-4223

Students apply to the program in the ninth grade. In tenth grade, students receive thorough vocational assessments and evaluations and begin working in appropriate on-campus and community jobs. Special education students may take an English class integrating employability skills within the academic curriculum. Students are also made aware of how to use the career center to explore job opportunities. In the eleventh and twelfth grades, students are encouraged to take vocational courses through the Southern California Regional Occupational Center and continue on-the-job training experiences. In the twelfth grade, students prepare for the transition into competitive employment after graduation. jeb

Program for the Hearing Impaired

The Program for the Hearing Impaired is designed to comprehensively train and prepare postsecondary hearing impaired students from the state of Florida and the Southeast for employment or further education which has been designated as the Florida Postsecondary Vocational Center for the Hearing Impaired by the State Board of Community Colleges. The program begins with a four-week summer session emphasizing independent living skills to facilitate the transition from secondary to postsecondary education. This emphasis continues throughout the year with monthly seminars. Vocational tracks are available in drafting, masonry, building maintenance technology, or office technology. Employability skills training and an internship program prepare students for transition to work. The noncredit developmental skills courses in reading, English, and math help the hearing impaired students to communicate with hearing employers. This program was identified as an Honorable Mention in the 1990 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations. jeb

Nanci Scheetz, Director
Program for the Hearing Impaired
North Florida Junior College
1000 Turner Davis Drive
Madison, FL 32340
(904) 973-2288

Transitional Employment Program

This program was identified as an Honorable Mention in the 1991 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations. The Transitional Employment Program is a collaborative program between the Pawtucket School Department and the Blackstone Valley Center. Its philosophy is that all students, regardless of their disability, should have the same opportunities as nondisabled students to gain maximum independence within their community and to become productive and contributing members of

Ann Marie Dubuque, Transition Coordinator
Transitional Employment Program
Pawtucket School Department
Creamer Administration Building
Park Place
Pawtucket, RI 02860
(401) 728-2120 ext. 358

the workforce. Through participation in the program, students, aged sixteen through twenty-one, with special needs are provided transition services from school to work.

During the annual IEP meeting, individual transition plans are developed. Instructional objectives are lifeskill-based and functionally oriented to provide the student with the skills necessary for being successful and independent in the adult world. Implementation of the employment component begins with community awareness training covering mobility, accessing public service agencies, handling money, and increasing student awareness of employment opportunities. A broad range of vocational exploration experiences is available through the program, from sheltered through minimally supervised settings. Students are encouraged to explore a variety of employment situations. As students near their twenty-first birthdays, referrals for adult services are made. jeb

Transitioning Vocational Services (TVS)

The TVS program was one of five programs identified as exemplary in the 1991 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations. It meets the career exploration, training, and placement needs of students who are disadvantaged; dropouts; those who have behavior disorders, learning disabilities, developmental disabilities, visual impairments, and limited-English proficiency in Illinois High School Districts 211 and 214. Through assessment, work behavior training, work skill training, and vocational counseling, TVS facilitates successful transition from school to community. Eighty-five percent of TVS programs are delivered in mainstream and community-based settings. Fifteen percent of the services are provided in a special education day school program due to the severity of the student's needs.

Data collected since 1984 indicate that eighty-five percent of program participants are competitively employed or continue with postsecondary education or training after graduation. The success of this program is due to the combined efforts of parents, local businesses, and school personnel. TVS staff consists of two administrators, six assessment staff, four vocational teachers, three job placement coordinators, one guidance/vocational counselor, six instructional aides, two clerical staff, two social work interns, and two psychologist interns. jeb

Kenneth S. Kozin, Technical Assistance Coordinator
Don Minor, Technical Assistance Coordinator
TVS
Northwest Suburban Special Education Organization (NSSEO)
799 W. Kensington Road
Mt. Prospect, IL 60065
(708) 577-7749
FAX: (708) 577-0357

Twilight Program

The mission of the Twilight Program is to prepare at-risk youth for the future by helping them to develop the skills and attitudes needed to participate effectively in the labor market and/or to continue their education. To accomplish this mission, the Twilight Program provides intensive vocational training and comprehensive support services to these youth. Students served include residents of a correctional facility, probationers, pregnant teens and single teen parents, students with learning disabilities, dropouts, and students at risk of dropping out. Twilight is the only vocational school program in New Jersey designed to accommodate incarcerated youth on a regular basis in an outside community setting. Occupational training areas include auto body, carpentry, commercial foods, landscaping, office occupations, and welding. Basic computer literacy training is provided to all students. Training in job-seeking skills is also provided as well as GED preparation. This program was identified as an Honorable Mention in the 1990 National Recognition Program for Exemplary Vocational Educational Programs Serving Special Needs Populations. jeb

Sherman Harris, Program Director
Twilight Program
Somerset Vocational Technical High School
North Bridge Street and Vogt Drive
P.O. Box 6350
Bridgewater, NJ 08807
(201) 526-8900 ext. 269

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION (NNCCVTE)

NNCCVTE is a nationwide network of six curriculum coordination centers sponsored by the U.S. Department of Education, Office of Vocational and Adult Education. The network promotes sharing of curriculum, professional development of state and local educators, research in curriculum design methodology, and coordination of development among states.

East Central Curriculum Coordination Center
Rebecca Douglass, Director
Sangamon State University, F-2
Springfield, IL 62794-9243
(217) 786-6173 (Secretary to the Director)
(217) 786-6375 (Library Services)
(800) 252-IVCC (IL only)

States served are Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin.

Midwest Curriculum Coordination Center
Richard Makin, Contact Person
Oklahoma Department of Vocational and Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 743-5192
FAX: (405) 743-5142

States served are Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas.

Northeast Curriculum Coordination Center
Martha J. Pocsi, Director
Catherine R. Liapes, Assistant Director
New Jersey State Department of Education
Division of Vocational Education
Crest Way
Aberdeen, NJ 07747
(908) 290-1900
FAX: (908) 290-9678

States served are Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands.

Northwest Curriculum Coordination Center
Bill Daniels, Director
Judy Noll, Coordinator
Saint Martin's College
Old Main, Room 478
Lacey, WA 98503
(206) 438-4456
FAX: (206) 459-4124

States served are Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Southeast Curriculum Coordination Center
Rebecca Love-Wilkes, Director
Ronda Cummings, Librarian
Mississippi State University
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
(601) 325-2510
FAX: (601) 325-3296

States served are Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

Western Curriculum Coordination Center
Lawrence F. H. Zane, Director
Barbara Luckner-Loveless, Associate Director
University of Hawaii at Manoa
College of Education
1776 University Avenue, Wist 216
Honolulu, HI 96844-0001
(808) 956-7834
(808) 956-6496
FAX: (808) 956-3374

States and regions served are American Samoa, Arizona, California, Commonwealth of the Northern Marianas, Federated States of Micronesia, Guam, Hawaii, Nevada, Republic of the Marshall Islands, and the Republic of Palau.

STATE VOCATIONAL AND TECHNICAL EDUCATION CURRICULUM CENTERS

The curriculum centers identified in this section act as research, referral, and resource centers by providing free services to the vocational educators and administrators of each state. The staff of these centers respond to requests in all vocational subject areas including agriculture, business/distributive education, health, home economics, special needs, cooperative education, industrial arts, plus the vocational education concerns of gender equity and guidance. Bilingual and Indian resources are also being added to the resource collection. Specific services available from each center vary but generally include workshops in curriculum development and use and the reprinting, production, and dissemination of curriculum and instructional materials.

ALABAMA
Vocational Curriculum Research, Evaluation Center
James Kendrick, Director
Division of Vocational Education Services
50 N. Ripley Street
Room 5234, Gordon Persons Building
Montgomery, AL 36130-3901
(205) 242-9108
FAX: (205) 242-9708

ALASKA
Alaska Vocational Materials Library
Ann King, Director
Barbe McClung, Coordinator
Alaska Department of Education
Office of Adult and Vocational Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685
FAX: (907) 465-5297

ARIZONA
Arizona Center for Vocational Education (ACVTE)
Gaye Luna, Director
Joanie Hoffman, Business Manager
Northern Arizona University
P.O. Box 6025
Flagstaff, AZ 86011
(602) 523-1386
(800) 522-2283
FAX: (602) 523-6395

ARKANSAS
Media Implementation Center
Keith Moore, Director
11330 Arcade Drive, Suite 5
Little Rock, AR 72212-4084
(501) 221-0832
FAX: (501) 221-0834

Arkansas Vocational Curriculum Dissemination Center (AVCDC)
Bobbie Biggs, Director
Kathrine Slocum, Research Assistant
University of Arkansas
Graduate Education Building, Room 115
Fayetteville, AR 72701
(501) 575-6606
(800) 632-8754 (AR only)
FAX: (501) 575-4681

DISTRICT OF COLUMBIA
Vocational Education Curriculum Department
Hazel Showell, Director
Miner Resource/Learning Center
601 15th Street, NE
Washington, DC 20002
(202) 724-4212
FAX: (202) 724-5091

FLORIDA
Center for Instructional Development and Services
Michael J. Hannafin, Director
2003 Apalachee Parkway
Tallahassee, FL 32301-4829
(904) 487-2054
(800) 428-1194

GEORGIA
Vocational Education Curriculum Center (VECC)
North Georgia RESA
Charles Gibson, Executive Director
Sharon Norman, Curriculum Development Consultant
Route 3, Box 232-A
Ellijay, GA 30540-9380
(404) 276-1111
FAX: (404) 276-1114

HAWAII
Hawaii Vocational Curriculum Center
Larry Zane, Director
1776 University Avenue, Wist 216
Honolulu, HI 96822
(808) 956-7834
(808) 956-6496
FAX: (808) 956-3374

IDAHO
Idaho Vocational Curriculum Dissemination Center
Don Eshelby, Director
Cari Manry, Coordinator
University of Idaho
Moscow, ID 83843
(208) 885-6556
(800) 422-6013
FAX: (208) 885-6869

ILLINOIS
Illinois Vocational Curriculum Center
Rebecca S. Douglass, Director
Sangamon State University, F-2
Springfield, IL 62794-9243
(217) 786-6375
(800) 252-IVCC (IL only)
FAX: (217) 786-6036

INDIANA
Vocational Education Services
James Pershing, Executive Director
Carthell Everett, Director
Indiana University
840 State Road 46 Bypass
Room 100
Bloomington, IN 47405
(812) 855-6711
(800) 544-1469 (IN only)
FAX: (812) 855-9156

KANSAS
Kansas Vocational Curriculum Resources Center
Mark L. Johnson, Director
Darlene Crank, Manager/Secretary
Pittsburg State University
116 Willard Hall
Pittsburg, KS 66762
(316) 235-4629
(316) 235-4628
FAX: (316) 231-4231

Kansas Competency-Based Curriculum Center (KCBCC)
Ben L. Clay, Coordinator
Washburn University
School of Applied and Continuing Education
1700 College
Topeka, KS 66621
(913) 231-1010 (ext. 1534)
FAX: (913) 231-1089

KENTUCKY
Curriculum Development Center
John Horton, Director
2024 Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-2890
FAX: (502) 564-5316

LOUISIANA
Louisiana Technical Resource Center (LTRC)
Mervin Birdwell, Director
P.O. Box 1159
210 Highway, 3110 South Bypass
Natchitoches, LA 71458-1159
(318) 357-3155
FAX: (318) 357-3108

MAINE
Vocational Curriculum Resource Center of Maine (VCRCOM)
Sue Donar, Director
Kennebec Valley Vocational Technical College
P.O. Box 29, Outer Western Avenue
Fairfield, ME 04937-0029
(207) 453-9762 (ext. 170)
(207) 453-7669
FAX: (207) 453-7732

MASSACHUSETTS
Massachusetts Vocational Curriculum Resource Center
Jim LiaBraaten, Director
758 Marrett Road
Lexington, MA 02173
(617) 863-1863
(800) 356-8272 (MA and CT only)
FAX: (617) 863-9965

MICHIGAN
Michigan Vocational Education Resource Center
Gloria Kielbaso, Director
Cas Heilman, Director
Michigan State University
133 Erickson Hall
East Lansing, MI 48824
(517) 353-4397
(800) 292-1606 (MI only)
FAX: (517) 353-6393

MINNESOTA
Minnesota Curriculum Services Center
Roger Worner, Director
Capitol View 70 W. County Road B-2
Little Canada, MN 55117-1402
(612) 483-4442
(800) 652-9024 (MN only)
FAX: (612) 483-0234

MISSISSIPPI
Research and Curriculum Unit
James F. Shill, Director
Mississippi State University
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
(601) 325-2510
FAX: (601) 325-3296

MISSOURI
Instructional Materials Lab (IML)
Harley Schlichting, Director
University of Missouri at Columbia
8 London Hall
Columbia, MO 65211
(314) 882-2841

MONTANA
Montana Center for Research, Curriculum and Personnel Development
Gus Korb, Director
Northern Montana College
Box 7751
Havre, MT 59501
(406) 265-2841
FAX: (406) 265-3777

NEBRASKA
Nebraska Vocational Curriculum Resource Center
Lyle Colsden, Director
University of Nebraska at Kearney
West Campus, W 206
Kearney, NE 68849
(308) 234-8462
(308) 234-8464
FAX: (308) 234-8669

NEW HAMPSHIRE
Learning Resources Center (LRC)
Judith Hildebrandt, Coordinator
Keene State College
Mason Library
Keene, NH 03431
(603) 358-2750
(603) 358-2749
FAX: (603) 357-7317

NEW MEXICO
Vocational Information and Program Services (VIPS)
Carol Bell, Project Director
351 Rio Communities Boulevard
Belen, NM 87002
(505) 864-2823
(800) 247-8477 (NM only)
FAX: (505) 865-3095

NORTH DAKOTA
North Dakota Vocational Curriculum Library
Jane Schulz, Director
Bismarck State College
1500 Edwards Avenue
Bismarck, ND 58501
(701) 224-5487

OHIO
Instructional Materials Laboratory
Tom Hindes, Director
842 W. Goodale Boulevard
Columbus, OH 43212
(614) 292-4277

Ohio Agriculture Education Curriculum Materials Service
Roger Roediger, Director
254 Agriculture Administration
2120 Fyffe Road
Columbus, OH 43210-1010
(614) 292-4848
FAX: (614) 292-7007

OKLAHOMA
Curriculum and Instructional Materials Center (CIMC)
Brenda Stacy, CIMC Coordinator
John W. Friedemann, Marketing Coordinator
Oklahoma State Department of Vocational Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 377-2000 (ext. 589)
(800) 654-4502
FAX: (405) 743-5154

Oklahoma State Department of Vo-Tech Resource Center
Denise Dow, Director
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 743-5161
(800) 522-5810 (OK only)
(800) 654-4502
FAX: (404) 743-5541

PENNSYLVANIA
PDE Resource Center
Evelyn Werner, Director
VEIN (Vocational Education Information Network)
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-9192
FAX: (717) 783-5420

SOUTH CAROLINA
Vocational Curriculum Development Section
Robert T. Benson, Director
Office of Vocational Education
1831 Barnwell Street
Columbia, SC 29201
(803) 253-4029

SOUTH DAKOTA
South Dakota Curriculum Center (SDCC)
Wendy Bonaiuto, Director
Judi Zikmund, Director of Vocational Resources
205 W. Dakota
Pierre, SD 57501-4502
(605) 224-6287
FAX: (605) 224-8320

TENNESSEE
Division of Vocational Education Curriculum Center
Lynne Cohen, Director
Tennessee Department of Education
214 Cordell Hull Building
Nashville, TN 37243-0383
(615) 741-1931
FAX: (615) 741-6236

TEXAS
Home Economics Curriculum Center (HECC)
Marilyn Wragg, Director
Texas Tech University
P.O. Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
FAX: (806) 742-3034

Instructional Materials Service
Neil Overstreet, Coordinator
Texas A & M University
F.E. Box 2588
College Station, TX 77843
(409) 845-6601
FAX: (409) 845-6296

Educational Development and Training Center
Mary Hendrix, Director
East Texas State University
Mayo Hall
Commerce, TX 75428
(903) 886-5624
(800) 356-3382
FAX: (903) 886-5744

Extension Instruction and Materials Center (EIMC)
Kathryn R. Allen, Director
The University of Texas at Austin
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716 (ext. 203)

VERMONT
Vocational and Home Economics Resource Materials (VHERM)
Linda Desjarlais, Center Manager
Irene Shover, Coordinator
Oxbow Vocational Center
Box 618
Bradford, VT 05033
(802) 222-5212 (ext. 32)
FAX: (802) 222-9002

VIRGINIA
Virginia Vocational Curriculum and Resource Center (VVCRC)
Peggy L. Watson, Project Director
Suzanne B. Trevvett, Writer/Editor
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

WASHINGTON
Northwestern Curriculum Coordination Center
William Daniels, Director
Judy Noll, Coordinator
Saint Martin's College
Lacey, WA 98503
(206) 438-4456
FAX: (206) 459-4124

WEST VIRGINIA
Vocational Curriculum Laboratory
Keith James, Director
Cedar Lake Conference Center
Ripley, WV 25271
(304) 372-7017

WISCONSIN
Vocational Studies Center
L. Allen Phelps, Director
University of Wisconsin at Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706
(608) 263-3696
FAX: (608) 262-9197

OERI REGIONAL EDUCATIONAL LABORATORIES

Ten regional educational laboratories were established by the Office of Educational Research and Improvement (OERI), U.S. Department of Education, to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. The labs' educational improvement mission is facilitated through five functions: (1) working with other regional organizations to apply research and improve schools; (2) assisting state-level policymakers on the implications of education research and practice for policies and programs; (3) conducting applied research and developing materials, programs, and publications that support the mission of school and classroom improvement; (4) collaborating with other laboratories, research centers, and national associations to extend and enhance related research and development; and (5) developing effective internal management, governance, planning, and self-evaluation, as well as reviewing regional needs and developments.

Appalachia Educational Laboratory (AEL)
AEL serves as the regional educational lab for Kentucky, Tennessee, Virginia, and West Virginia, and conducts applied research, development, and technical assistance for educators, parents, and decisionmakers. To address the goals toward the improvement of professional quality, curriculum and instruction, community support, and equal educational access for all students, the lab operates the following projects: (1) Classroom Instruction program (teachers), (2) School Governance and Administration program (school administrators and school board members), (3) Colleges and Schools program (colleges for teacher education), (4) State Policy program (policymakers), (5) Information Services program (direct services to educators), (6) Community Liaison to Urban Education program (underrepresented groups), (7) Rural, Small Schools program (rural citizens and educators), and (8) Rural Excel program (with State Education Agency and Local Education Agency personnel).

Under the Community Liaison to Urban Education program, the concerns, interests, and special needs of underrepresented groups are assessed and addressed in the lab's program and activities. The Rural, Small Schools program provides information about promising current practices and seeks to set up technology-based networks of local schools with college libraries. The Rural Excel program works with state and local educators to develop, test, and disseminate appropriate new learning materials and processes for rural schools. AEL also operates the ERIC Clearinghouse on Rural Education and Small Schools. The lab publishes *The Link* newsletter. jeb

Terry L. Eidell, Executive Director
AEL
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400 (local)
(800) 344-6646 (in WV)
(800) 624-9120 (outside WV)
FAX: (304) 347-0487

Far West Laboratory for Educational Research and Development (FWL)

FWL provides advanced learning and effectiveness for educators, parents, and policymakers through research, applications, and partnerships. The services include instructional development, staff training analysis and design, organizational design, evaluation, research, technical writing, and information dissemination. Products include program guidelines, handbooks, manuals, resource directories, information catalogs, audiovisual materials, curriculum models and materials, institutional designs, conference proceedings, and evaluation and research reports. The laboratory also participates in research, development, and technical assistance projects on such topics as essential skills, experience-based career education, staff development, and initiatives to improve opportunities for minority and female students. jeb

FWL
730 Harrison Street
San Francisco, CA 94107-1242
(415) 565-3000
FAX: (415) 565-3012

Mid-Continent Regional Educational Laboratory (McREL)

McREL serves as the regional educational laboratory for Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. The mission is to create a community of interest among those individuals and organizations interested in learning how to help schools meet the needs of an ever changing society. The key strategy is to identify and encourage the use of knowledge that improves education.

Activities include the dissemination of policy information, product development, networking, training, and technical assistance. Activities include studies of special populations (e.g., urban dropouts, students in small schools, and Indian and Hispanic youth) to identify potential educational problems; networks of people with common interests in urban schools, equity, and higher education; a state policy and trends database which provides basic information on education issues; and strategies for improving services to small, rural schools. McREL's Equity Center works to increase access to quality education for all students and disseminates information to increase awareness of equity issues and identify successful programs for reducing bias and stereotyping. Acting as a clearinghouse, the Equity Center links a computerized database on twenty major equity issues to potential users. Publications include the *McREL Update* newsletter; *Noteworthy*, an annual magazine; *Heartland*, the newsletter of McREL's Equity Center; and *Policy Notes*, a bimonthly summary of issues relevant to educational policymakers. sck

C. Larry Hutchins, Executive Director
McREL
Colorado Office
2550 S. Parker Road, Suite 500
Aurora, CO 80014
(303) 337-0990
FAX: (303) 337-3005

North Central Regional Educational Laboratory (NCREL)

NCREL designs its work to meet needs related to educational research and development and provides information and services to a region that includes the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Assessment of the needs of educators and policymakers in the region have revealed issues in the following program areas: (1) improving curriculum and instruction to ensure that all elementary and secondary students acquire capabilities necessary for functioning in the twenty-first century; (2) enhancing the education professions to attract, develop, and reward excellence among classroom teachers, school administrators, and other education professionals; and (3) strengthening school partnerships to broaden participation in educational improvement efforts by parents, policymakers, and community leaders.

NCREL's activities work toward the improvement of education for students in elementary and secondary schools by networking specific groups of educators and policymakers, promoting conferences, and providing specific staff development information and assistance. The activities addressed rural issues, school restructuring, reading improvement, educational improvement, literacy, policy study and analysis, at-risk students, and rural education. The *Clipboard* is the newsletter published for NCREL's constituency. sck

Jeri Nowakowski, Executive Director
NCREL
1900 Spring Road, Suite 300
Oak Brook, IL 60521
(708) 571-4700
FAX: (708) 571-4716

Northwest Regional Educational Laboratory (NWREL)

NWREL serves the states of Alaska, Idaho, Montana, Oregon, and Washington and conducts applied research and provides development and technical assistance to educators, parents, and decisionmakers, designed to improve outcomes for children, youth, and adults. The *Northwest Report* newsletter serves NWREL's constituents. jeb

Robert R. Rath, Executive Director
NWREL
101 S.W. Main Street, Suite 500
Portland, OR 97204-3297
(503) 275-9500
(800) 547-6339
FAX: (503) 275-9489

Pacific Region Educational Laboratory (PREL)
PREL helps schools improve educational outcomes for children, youth, and adults. PREL assists educators, families, government, community agencies, business, and labor in maintaining cultural literacy and improving quality and equality in educational programs and processes and is accomplished through forums, research, technical assistance, evaluation, training, information resource activities, and product and procedure development and/or dissemination. It serves Pacific children and educators in American Samoa, Commonwealth of the North Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau. jeb

John W. Kofel, Executive Director
Kay Noguchi, Communication Specialist
PREL
1164 Bishop Street, Suite 1409
Honolulu, HI 96813
(808) 532-1900
FAX: (808) 532-1922

Regional Laboratory for Educational Improvement of the Northeast and Islands
The Regional Laboratory for Educational Improvement of the Northeast and Islands serves the area of Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands. A variety of programs and activities in three broad initiatives support a unifying theme. Designing Schools for Enhanced Learning is a multi-faceted technical assistance and action research initiative designed to promote a fundamental reconceptualization of student and school success. A Regional Policy initiative supports policy development and implementation activities in areas related to maintaining a quality educator workforce in the region. School Improvement Services offers information, training, consultation, and other services to a wide variety of clients. The *Regional Lab Reports* is a topical newsletter published three to four times per year about some aspect of making schools work for the success of all students. jeb

David P. Crandall, Executive Director
Carol Anthony, Information Specialist
Regional Laboratory for Educational Improvement of the Northeast and Islands
300 Brickstone Square, Suite 900
Andover, MA 01810
(508) 470-0098
(800) 347-4200
FAX: (508) 475-9220

Research for Better Schools (RBS)
RBS serves Delaware, District of Columbia, Maryland, Pennsylvania, and New Jersey, and conducts research and policy studies on key education issues including assessment, at-risk youth, school-to-work transition, and critical thinking; develops improvement approaches and services for schools; provides consultant services to state leaders; develops products for special populations; and participates in national networking activities with other regional laboratories to enhance the use of products and knowledge. The lab publishes a newsletter, *RBS Project Brief*, disseminated nationally. sck

Keith M. Kershner, Director of Research and Development
RBS
444 N. Third Street
Philadelphia, PA 19123-4107
(215) 574-9300 (Ext. 279)
FAX: (215) 574-0133

SouthEastern Regional Vision for Education (SERVE)

The mission of SERVE is to provide leadership, support, and research to assist state and local efforts in improving educational outcomes in the Southeast region, especially for students at risk and rural students. SERVE represents a coalition of business leaders, governors, policymakers, and educators who are seeking systemic, lasting improvement in education. The states involved in the consortium are Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

SERVE proposes to address critical issues that are shared throughout the region, work as a leader and catalyst to promote systemic educational improvement, serve as a broker of exemplary practices and state-of-the-art research, and become an invaluable source of information for existing organizations working to promote educational improvement. To improve educational outcomes, especially for at-risk students, the laboratory has scheduled the following five annual areas of emphasis: (Year One) improve math, science, and computer education; (Year Two) provide safe, drug-free schools; (Year Three) increase the graduate rate; (Year Four) improve student achievement and citizenship; and (Year Five) expand adult literacy and lifelong learning.

Examples of research and development activities the laboratory will conduct include developing and field-testing a rural school-business partnership model and network; developing site-based accountability models—local measures of effectiveness; studying the effects of incentive programs on reducing dropout rates and on improving school conduct, academic achievement, and attendance of identified at-risk students; and evaluating the videocommunications' impact and other telecommunications technology on rural school education. The laboratory will conduct and disseminate topical research, technical assistance, and other laboratory products via teleconferences, videotapes, satellite downlinks, public broadcasting, interactive videodisc technology, and through a network of rural education professionals. sck

Nick Nicholson, Deputy Executive Director
SERVE
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27435
(919) 334-3211
(800) 755-3277
FAX: (919) 334-3268

Southwest Educational Development Laboratory (SEDL)

SEDL serves the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas and exists to challenge, support, and enrich educational systems in providing quality education for all learners. The lab has identified a series of six goals: (1) promote effective home-school-community connections that foster success for at-risk students, (2) improve transition from early childhood education to elementary school, (3) promote leadership and facilitate change for education professionals, (4) ensure that state-level policy is informed by research on best practices, (5) support rural school technology and initiatives for rural students at risk, and (6) improve the achievement of at-risk students in math and science. SEDL also administers a minority internship program; functions as a Center for Language Minority Population Projects and as Texas' Title VII Multi-Functional Resource Center; conducts Paso Partners, a staff development program for LEP instructors; and operates a Regional Rehabilitation Exchange, providing information and technical assistance on exemplary vocational rehabilitation programs for adults in transition to employment and independent living. jeb

Dave Wilson, Director
SEDL
Communications and Development
211 E. Seventh Street
Austin, TX 78701
(512) 476-6861
FAX: (512) 476-2286

STATE DIRECTORS OF VOCATIONAL EDUCATION

This listing can help in providing addresses and phone numbers of contact people who can facilitate individual and group efforts to utilize the most current and relevant advice, information, and services available to children within each state.

NATIONAL OFFICE
Madeleine B. Hemmings, Executive Director
NASDVTEC/NVEPDC
1616 P Street, NW, Suite 340
Washington, DC 20036
(202) 328-0216

ALABAMA
Stephen Franks, State Director
State Department of Education
Division of Vocational Education Services
50 N. Ripley Street
Montgomery, AL 36030-3901
(205) 242-9111

ALASKA
Wills Gabier, State Director
State Department of Education
Adult & Vocational Education
Goldbelt Place
801 W. 10th Street, Pouch F
Juneau, AK 99811
(907) 465-4685

ARIZONA
Barbara Border, State Director of Vocational Education
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
(602) 542-5343

ARKANSAS
Lonnie McNatt, Director
Adult Education Section
Arkansas Department of Education
Vocational/Technical Education Division
Three Capitol Mall
Luther S. Hardin Building
Little Rock, AR 72201-1083
(501) 682-1500

CALIFORNIA
G. Allan Holmes, Acting Director
State Department of Education
Vocational Education Division
1919 21st Street
Sacramento, CA 94244-2720
(916) 445-3314

COLORADO
Clay Whitlow, Vice President of Educational Services
Colorado Community College and Occupational Education System
1391 N. Speer Blvd., #600
Denver, CO 80202-2554
(303) 620-4057

CONNECTICUT
Theodore Sergi, Associate Commissioner/Director
State Department of Education
Division of Vocational and Adult Education
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4000

DELAWARE
Thomas M. Welch, State Director of Vocational Education
State Department of Public Instruction
J.G. Townsend Building
P.O. Box 1402
Dover, DE 19901
(302) 739-4638

DISTRICT OF COLUMBIA
Otho Jones, State Director of Vocational Education
Brown Administration Unit
26th and Benning Road, NE
Washington, DC 20002
(202) 724-2097

FLORIDA
Robert Howell, State Director
State Department of Education
Division of Vocational Education
Knott Building
Tallahassee, FL 32399-0400
(904) 488-8961

GEORGIA
William P. Johnson, Associate State Superintendent of Vocational Education
State Department of Education
1766 Twin Towers East
Atlanta, GA 30334
(404) 656-6711

HAWAII
Alan Kohan, State Director
University of Hawaii
Sinclair Annex 1, Room 4
1633 Bachmann Place
Honolulu, HI 96822
(808) 948-7461

IDAHO
Trudy Anderson, State Administrator
State Board of Education
Idaho Division of Vocational Education
650 W. State Street
Boise, ID 83720
(208) 334-3216

ILLINOIS
Richard J. Miguel, State Director
State Department of Education
Department of Adult, Vocational & Technical Education
100 N. First Street
Springfield, IL 62777
(217) 782-4627

INDIANA
William E. Christopher, Commissioner
Indiana Commission on Vocational & Technical Education
325 W. Washington Street
Indianapolis, IN 46204
(317) 232-1814

IOWA
Joann Horton, Administrator
Department of Education
Division of Community Colleges
Grimes State Office Building
Des Moines, IA 50319
(515) 281-4702

KANSAS
Tom Moore, State Director
State Department of Education
120 E. Tenth Street
Topeka, KS 66612
(913) 296-3952

KENTUCKY
Audrey T. Carr, Superintendent for Vocational Education
State Department of Education
2011 Capital Plaza Tower
Frankfurt, KY 40601
(502) 564-4286

LOUISIANA
C. Raymond Bell, Jr., Assistant State Superintendent of Vocational Education
State Department of Education
Capitol Station, Box 94064
Baton Rouge, LA 70804-9064
(504) 342-4411

MAINE
William H. Cassidy, Associate Commissioner
Bureau of Vocational Education
Department of ECS
Education Building State 23
Augusta, ME 04333
(207) 289-5854

MARYLAND
Katherine Oliver, Assistant State Superintendent
State Department of Education
Vocational Technical Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2075

MASSACHUSETTS
David F. Cronin, Associate Commissioner
Massachusetts Department of Education
Occupational Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7350

MICHIGAN
Lola V. Jackson, State Director
State Department of Education
Vocational Technical Education
P.O. Box 30009
Lansing, MI 48909
(517) 373-3373

MINNESOTA
Carole Johnson, Chancellor
State Board of Vocational Technical Education
564 Capitol Square
550 Cedar Street
St. Paul, MN 55101
(612) 297-3289

MISSISSIPPI
Elywn Wheat, Associate State Superintendent
State Department of Education
Vocational Technical Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3088

MISSOURI
Frank Drake, Assistant Commissioner
Director of Vocational Education
State Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-2660

MONTANA
Brady J. Vardemann, Deputy Commissioner of Vocational Technical Education
Montana University System
33 S. Last Chance Gulch
Helena, MT 59620-2602
(406) 444-6570

NEBRASKA
Marge Harouff, Assistant Commissioner for Vocational Education
State Department of Education
301 Centennial Mall South, 6th Floor
P.O. Box 94987
Lincoln, NE 68509
(402) 471-4800

NEVADA
Bill Trabert, Director
Vocational Education
State Department of Education
400 W. King Street
Carson City, NV 89710
(702) 687-3144

NEW HAMPSHIRE
G. William Porter, Director
Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-3454

NEW JERSEY
Thomas A. Henry, Assistant Commissioner of Vocational Education
State Department of Education
CN 500, 240 W. State Street, Fl 11
Trenton, NJ 08625-0500
(609) 633-0665

NEW MEXICO
Albert Zamora, State Director
State Department of Education
200 Don Gaspar
Vocational Technical Education
Santa Fe, NM 87503
(505) 827-6511

NEW YORK
Lorraine Merrick, Assistant Commissioner
State Department of Education
Room 979, EBA
Occupational and Career Education
Albany, NY 12234
(518) 473-7155

NORTH CAROLINA
Clifton B. Belcher, State Director
Division of Vocational Education Services
NC Department of Public Instruction
116 W. Edenton Street, Room 535
Raleigh, NC 27603-1712
(919) 733-7362

NORTH DAKOTA
Carrol E. Burchinal, Director
Executive Officer
State Board of Education
State Capitol, 15th Floor
Bismark, ND 58505-0610
(701) 224-2259

OHIO
Darrell L. Parks, Director of Vocational and Career Education
Ohio Department of Education
65 S. Front Street, Room 907
Columbus, OH 43266-0303
(614) 466-3430

OKLAHOMA
Roy V. Peters, Jr., State Director
State Department of Education
1500 W. Seventh Avenue
Stillwater, OK 74074
(405) 377-2000

OREGON
J. D. Hoye, Assistant Superintendent
State Department of Education
Division of Vocational Education
700 Pringle Parkway, SE
Salem, OR 97310-0290
(503) 378-2337

PENNSYLVANIA
Ferman Moody, State Director of Vocational Education
State Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-5530

RHODE ISLAND
Frank M. Santoro, Deputy Assistant Commissioner for Vocational Education
Vocational Education
Roger Williams Building, #222B
22 Hayes Street
Providence, RI 02908
(401) 277-2691

SOUTH CAROLINA
Anne L. Matthews, Director
State Department of Education
Office of Occupational Education
904 Rutledge Office Building
Columbia, SC 29201
(803) 734-8400

SOUTH DAKOTA
Larry P. Zikmund, State Director
Division of Vocational Technical Education
Richard Kneip Building
411 E. Capitol Avenue
Pierre, SD 57501-5070
(605) 773-5090

TENNESSEE
Marvin Flatt, Assistant Commissioner
State Department of Education
Division of Vocational Education
200 Cordell Hull Building
Nashville, TN 37243-0383
(615) 741-1716

TEXAS
J. R. Cummings, Assistant Commissioner for Programs, Funding and Compliance
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701
(512) 463-8992

UTAH
Joe O. Luke, State Director
Utah State Office of Education
Office of Vocational Education
250 E. 500 South
Salt Lake City, UT 84111
(801) 538-7841

VERMONT
Gerard A. Asselin, Director
State Department of Education, Adult, Vocational and Technical Education
State Office Building
Montpelier, VT 05602
(802) 828-3101

VIRGINIA
Jerry Hicks, State Director
Department of Education
Vocational and Adult Education
Box 6Q, 101 N. 14th Street
Richmond, VA 23219
(804) 225-2877

WASHINGTON
Merritt D. Long, State Director
State Board for Vocational Education
Building #17, Airdustrial Park
MS/LS-10
Olympia, WA 98504-6110
(206) 753-5660

WEST VIRGINIA
Adam Sponaugle, Assistant Superintendent
Bureau of Vocational, Technical and Adult Education
1900 Washington Six, Room B221
Charleston, WV 25306
(304) 348-2346

WISCONSIN
Dwight York, State Director
State Board of Vocational, Technical, and Adult Education
310 Price Place, P.O. Box 7874
Madison, WI 53707
(608) 266-1770

WYOMING
Ellen Mellot, State Director
Executive Director, State Council On Vocational Education
State Department of Education
6106 North Yellowstone Road
Cheyenne, WY 82002-0050
(307) 777-6216

AMERICAN SAMOA
Valaparaiso Ieremia, State Director
Department of Education
Government of American Samoa
P.O. Box 324
Pago Pago, American Samoa 96799
(684) 633-5238

GUAM
John Cruz, President
State Director
Guam Community College
Vocational Adult Education
P.O. Box 23069, Guam Main Facility
Guam, Mariana Islands 96921
(617) 734-4311

PUERTO RICO
Rafael Gautier, Assistant Secretary
Vocational Technical Education
P.O. Box 759
Hato Rey, PR 00919
(809) 753-9128

TRUST TERRITORIES OF THE PACIFIC ISLANDS
Director of Vocational and Adult Education
Office of Education
Office of the High Commission
Saipan, Mariana Islands 96950

Patrick Tellei, Vocational Education Coordinator
Cumi Public School System
Commonwealth of Northern Marianas
Saipan, Mariana Islands 96950
(670) 322-9311

VIRGIN ISLANDS
Ram D. Bansal, State Director
Department of Education, Vocational Education
#21, 22, and 23 Hospital Street
Christiansted, St. Croix
Virgin Islands 00820
(809) 773-5488

STATE PERSONNEL RESPONSIBLE FOR VOCATIONAL EDUCATION FOR HANDICAPPED, DISADVANTAGED AND LIMITED-ENGLISH PROFICIENT PERSONS

This listing can help in providing addresses and phone numbers of contact people who can facilitate individual and group efforts to utilize the most current and relevant advice, information, and services available to children within each state.

U. S. DEPARTMENT OF EDUCATION
Ron Castaldi, Senior Program Specialist
U.S. Department of Education
Division of Vocational Education
400 Maryland Avenue, SW
Reporters Bldg., Room 615
Washington, DC 20202-3583

ALABAMA
Tom Pierce, State Coordinator
Department of Education
Division of Vocational Education,
Special Needs Programs
806 State Office Building
Montgomery, AL 36130
(205) 281-8780

Henry Wright
Department of Education
Special Needs Programs
Division of Vocational Education
806 State Office Building
Montgomery, AL 36130
(205) 261-5224

ALASKA
Sue Ethelbah, Program Manager
Office of Adult and Vocational Education
P.O. Box F
Juneau, AK 99811
(907) 465-2980

ARIZONA
Tina Ammon, Program Specialist
State Department of Education
Division of Vocational Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-5074

Karlene Darby, Vocational Special Needs Specialist
Arizona Department of Education
Program Support
1535 W. Jefferson Street
Phoenix, AZ 85007
(602) 542-4365

Mary Dohar, Program Specialist, Handicapped
Arizona Department of Education
Division of Vocational Education
1535 W. Jefferson
Phoenix, AZ 85007
(602) 452-4365

Randy Eubank, Program Specialist, LEP/Guidance
Arizona Department of Education
Division of Vocational Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 255-5357

Stewart Miller, Director of Program Support
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
(602) 255-3437

ARKANSAS
M. G. Bell, State Department of Education
Executive Building
2020 W. 3rd Street, Suite 220
Little Rock, AR 72205
(501) 324-9469

R. L. Madden, Area Supervisor
State Department of Education
Special Needs Programs
Executive Building
2020 W. 3rd Street, Suite 220
Little Rock, AR 72205
(501) 371-2374

Mary B. Williams
Special Needs Programs Supervisor
State Department of Education
Executive Building
2020 W. 3rd Street, Suite 220
Little Rock, AR 72205
(501) 324-9469

CALIFORNIA
Jim Allison, Administrator, Special Programs
State Department of Education
1919 21st Street
Sacramento, CA 95814
(916) 324-7973

COLORADO
Ed Ray, Associate Vice President for Instructional Services
Colorado Community College and Occupational Education
1391 N. Speer Boulevard, Suite 600
Denver, CO 80204-2554
(303) 620-4000

CONNECTICUT
Maxine Arkin, Consultant, Special Education
State Department of Education
Vocational Technical Schools
P.O. Box 2219
Hartford, CT 06145
(203) 639-4131

David S. Gifford, Consultant
Vocational Programs, Handicapped and Disadvantaged
State Department of Education
Division of Vocational, Technical, and Adult Education
Box 2219
Hartford, CT 06145
(203) 638-4059

Saul Sibirsky, Consultant LEP
State Department of Education
Vocational Technical Schools
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4127

DELAWARE
Adam W. Fisher, State Supervisor
Vocational Education for Exceptional Children
Department of Public Instruction
Dover, DE 19903
(302) 739-4681

DISTRICT OF COLUMBIA
James B. Gillespie, Supervisor
Career Programs for Handicapped
Logan Administrative Unit
3rd and G Street, NE
Washington, DC 20002
(202) 724-4793

Charles Webb
Division of Career and Adult Education
Browne Administrative Unit
26th Street and Benning Road, NE
Washington, DC 20002

FLORIDA
Janet Adams
Florida Department of Education
Florida Education Center
325 W. Gaines, Suite 1214
Tallahassee, FL 32399-0400

Dorothy Bouie, Coordinator
Department of Education
Special Vocational Programs
Division of Vocational, Adult, and Community Education
Knott Building
Tallahassee, FL 32399
(904) 488-5965

F. Patricia Hall, Director
Department of Education
Special Needs Programs
Division of Vocational, Adult, and Community Education
Knott Building
Tallahassee, FL 32399
(904) 488-7153

Jane Silveria, Program Specialist
Department of Education
Special Vocational Programs
Division of Vocational, Adult, and
Community Education
Knott Building
Tallahassee, FL 32399
(904) 488-5965

GEORGIA

Milton G. Adams, State Supervisor
Georgia Department of Education
Vocational Education Special Needs Unit
1770 Twin Towers East
Atlanta, GA 30334
(404) 656-2516

Naomi Dorsey, Assistant State Supervisor
Georgia Department of Education
Special Needs Programs
Office of Vocational Education
1770 Twin Towers East
Atlanta, GA 30334
(404) 656-2516

Loydia Webber
State Supervisor, Postsecondary
Georgia Department of Education
Special Needs Programs
Office of Vocational Education
660 S. CNN Center
Atlanta, GA 30335
(404) 656-5845

HAWAII

Margaret A. Donovan, Educational
Specialist III
Department of Education
Special Education Section
3430 Leahi Avenua
Honolulu, HI 96815
(808) 737-3720

Larry Higeshi
Department of Education
Special Program Management
3430 Leahi Avenue
Honolulu, HI 96815
(808) 735-9024

Lawrence A. Inaba, State Director
University of Hawaii
Sinclair Annex 1, Room 4
1633 Bachmann Place
Honolulu, HI 96822
(808) 948-7461

Gordon Kuwada, Educational
Specialist III
Department of Education
Occupational Development and
Compensatory Education Section
941 Hind Iuka Drive
Honolulu, HI 96821
(808) 373-2984

Roberta Major, Educational
Specialist III
Department of Education
Languages Section
189 Lunalilo Home Road
Honolulu, HI 96825
(808) 395-7132

Janice Meeker, Coordinator for
Personnel Development
University of Hawaii
Office of the State Director for
Vocational Education
Sinclair Annex 1, Room 4
Honolulu, HI 96822
(808) 948-7461

IDAHO

Roger Sathre, Supervisor of Special
Needs
State Division of Vocational Education
650 W. State Street
Boise, ID 83720
(208) 334-3216

ILLINOIS

Virginia Dorn, Consultant
Illinois State Board of Education
Handicapped and Disadvantaged (LEP)
Services
100 N. First Street, C-421
Springfield, IL 62777
(217) 782-4876

Sharon Full, Consultant
Illinois State Board of Education
Adult, Vocational, and
Technical Education
100 N. First Street, C-421
Springfield, IL 62777
(217) 782-4876

Rita Kalfas, Consultant
Illinois State Board of Education
Handicapped and Disadvantaged (LEP)
Services
100 N. First Street, C-421
Springfield, IL 62777
(217) 782-4876

INDIANA
Amy S. Kovalan, Program Officer
for Financial Affairs
Indiana Commission for Higher Education
101 W. Ohio, Suite 550
Indianapolis, IN 46204
(317) 232-1900

Greg Steele
Department of Education
Center for School Improvement and
Modernization
229 State House
Indianapolis, IN 46204-2798
(317) 232-0520

IOWA
Richard L. Latch, Consultant
Department of Education
Bureau of Career and Vocational
Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3866

Sandra Schmitz, Consultant
Department of Education
Bureau of Career Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3896

KANSAS
Carolyn Olson, Program
Specialist-Technical
State Department of Education
Assistance and Inservice
Vocational Education
120 E. Tenth Street
Topeka, KS 66612
(913) 296-3958

KENTUCKY
Donnalie Stratton, Unit Director
Special Vocational Programs Unit
Room 2120, Capitol Plaza Tower
Mero Street
Frankfort, KY 40601
(502) 564-3472

LOUISIANA
Thelma Hughes, Special Needs Program
Manager
Louisiana State Department of
Education
Administrative Services
Office of Vocational Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-3551

Janet Langlois, Special Needs Program
Manager
Louisiana State Department of
Education
Administrative Services
Office of Vocational Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-3551

Fred Z. Shirley, Director of
Administrative Services
Louisiana State Department of
Education
Office of Vocational Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-3535

MAINE
Joseph Lessard, Consultant
Programs for Handicapped and Disadvantaged
Department of Educational and Cultural Services
State House Station #23
Division of Program Services and Finance, Bureau of Vocational Education
Augusta, ME 04333
(207) 289-5854

MARYLAND
Ruth Brown
Specialist in Programs and Services for Students with Special Needs
Maryland Department of Education
Division of Vocational-Technical Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2088

Gerald F. Day, Chief
Special Programs
Maryland Department of Education
Division of Vocational-Technical Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2088

Edward Roebuck
Specialist in Programs and Services for Students with Special Needs
Maryland Department of Education
Division of Vocational-Technical Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2088

MASSACHUSETTS
Elaine Cadigan, Director
Massachusetts Department of Education
Division of Occupational Education
Bureau of Program Services
1385 Hancock Street
Quincy, MA 02169
(617) 770-7354

David F. Cronin, Associate Commissioner
Massachusetts Department of Education
Occupational Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7350

MICHIGAN
Patricia Dunn
Michigan Department of Education
Vocational-Technical Education Service
Special Populations, Programs and Services
P.O. Box 30009
Lansing, MI 48909
(517) 335-0358

Robert S. Kennon, Supervisor
Michigan Department of Education
Vocational-Technical Education Service
Special Populations, Programs and Services
P.O. Box 30009
Lansing, MI 48909
(517) 373-6866

MINNESOTA
Alar R. Ducett, Specialist
Admissions-Career Counseling
Minnesota State Board of Vocational-Technical Education
Bilingual/Minority Programs
Capitol Square, 550 Cedar Street
St. Paul, MN 55101
(612) 296-5707

Ronald Koebnick, Specialist
Minnesota State Board of Voc-Technical Education
Secondary Vocational Education
Capitol Square, 550 Cedar Street
St. Paul, MN 55101
(612) 296-1108

Lloyd A. Petri, Manager
Minnesota Technical College System
Supplemental Support Services
Capitol Square, 550 Cedar Street
St. Paul, MN 55101
(612) 296-5707

MISSISSIPPI
Janis Early
Special Vocational Services for the Disadvantaged
State Department of Education
Office of Vocational-Technical and Adult Education
P.O. Box 771
Jackson, MS 39205-0771
(601) 359-3467

Morris Murray, State Supervisor
State Department of Education
Special Vocational Services for the Handicapped
Office of Vocational-Technical and Adult Education
P.O. Box 771
Jackson, MS 39205-0771
(601) 359-3467

MISSOURI
Bob Larivee
Special Needs and Guidance Services
Department of Elementary and Secondary Education
Division of Vocational and Adult Education
P.O. Box 480
Jefferson City, MO 65102
(314) 756-7966

Dick Omer, Assistant Director of Vocational Special Needs and Guidance Services
Department of Elementary and Secondary Education
Division of Vocational Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-1394

Iva Presberry, Supervisor of Vocational Special Needs and Guidance
Department of Elementary and Secondary Education
Division of Vocational and Adult Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4192

MONTANA
Roger Swearengen
JTPA Marketing Specialist
Department of Vocational Education
Office of Public Instruction
Helena, MT 59620
(406) 444-4456

Jim Whealon, Assistant Superintendent
Department of Vocational Education
Office of Public Instruction
Helena, MT 59620
(406) 444-2413

NEBRASKA
Richard Campbell, Director
Nebraska Department of Education
Cooperative Programs and Secondary Vocational Special Needs
P.O. Box 94987
301 Centennial Mall South
Lincoln, NE 68509
(402) 471-2432

Evelyn Lavaty, Director
Nebraska Department of Education
Career Guidance and Postsecondary Vocational Special Needs
P.O. Box 94987
301 Centennial Mall South
Lincoln, NE 68509
(402) 471-2413

NEVADA
Gary Waters, Acting Consultant
Department of Education
Handicapped and Disadvantaged
400 W. King Street, Capitol Complex
Carson City, NV 89710
(702) 687-3144

NEW HAMPSHIRE
Franklin Dye, Curriculum Supervisor for the Handicapped and Disadvantaged
New Hampshire State Department of Education
Bureau of Vocational-Technical Education
101 Pleasant Street
Concord, NH 03301
(603) 271-2452

NEW JERSEY
Dean Garwood
New Jersey State Department of Education
225 W. State Street
Division of Vocational Education
Trenton, NJ 08625
(609) 292-5850

Linda Petry, Planning Associate
New Jersey Department of Education
Vocational Division CN500 225W
Trenton, NJ 08625
(609) 292-5744

NEW MEXICO
Muriel Lawler, State Director
New Mexico Department of Education
Adult Basic Education
Education Building
300 Don Gaspar
Santa Fe, NM 87501-2786
(505) 827-6675

NEW YORK
Howard Berkun, Chief
State Department of Education
Bureau of Occupational Education Technical Assistance and Information Services
One Commerce Plaza, Room 1610
Albany, NY 12234
(518) 473-6386

Barbara Shay, Chief
Bureau of Occupational Education
State Department of Education
Policy Development
One Commerce Plaza, Room 1624
Albany, NY 12234
(518) 473-1081

NORTH CAROLINA
Pamela E. Davis, Special Populations Consultant
Department of Public Instruction
Disadvantaged, Handicapped, and Educational Equity
Division of Vocational Education
Education Building, Room 550
Raleigh, NC 27611
(919) 733-4834

Deborah Shumate, Consultant
Department of Public Instruction
Disadvantaged, Handicapped, and Educational Equity
Division of Vocational Education
Education Building, Room 550
Raleigh, NC 27611
(919) 733-4834

NORTH DAKOTA
Garry Freier, Supervisor of Special Needs
State Board for Vocational Education
15th Floor Capitol Tower
Bismarck, ND 58505
(701) 224-3178

OHIO
Joe O. Elk, Supervisor
Correctional Programs
Ohio Department of Education
Division of Vocational and Career Education
Special Needs Service
65 S. Front Street, Room 918
Columbus, OH 43266-0308
(614) 466-4835

Sandra Muir, Supervisor
Ohio Department of Education
Division of Vocational and Career Education
Special Needs Service
65 S. Front Street, Room 912
Columbus, OH 43266-0308
(614) 466-5718

James E. Price, Supervisor
Ohio Department of Education
Division of Vocational and Career Education
Special Needs Service
65 S. Front Street, Room 918
Columbus, OH 43266-0308
(614) 466-4835

OKLAHOMA
Melanie Eick, Disabilities Specialist
Oklahoma Department of Vocational and Technical Education
Disadvantaged and Handicapped Services
1500 West Seventh Avenue
Stillwater, OK 74074-4364
(405) 743-5138

Jeanetta Shipp, Disadvantaged/ Supplementary Services Specialist
State Department of Vocational Technical Education
Disadvantaged and Handicapped Services
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 743-5139

OREGON
Ralph Yoshimura, Specialist
Oregon Department of Education
Disadvantaged and Handicapped
700 Pringle Parkway, SE
Salem, OR 97310-0290
(503) 378-8472

PENNSYLVANIA
Janice Evans
Disadvantaged and LEP Specialist
Pennsylvania Department of Education
Bureau of Vocational and Adult Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-8022

Marjorie Millard, Handicapped Specialist
Pennsylvania Department of Education
Bureau of Vocational and Adult Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-8022

RHODE ISLAND
Richard Kramer, Specialist III—Disadvantaged and LEP
State Department of Education
Division of Vocational and Adult Education
22 Hayes Street
Providence, RI 02908
(401) 277-2691

Arthur Tartaglione, Specialist II—Handicapped
State Department of Education
Division of Vocational and Adult Education
22 Hayes Street
Providence, RI 02908
(401) 277-2691

SOUTH CAROLINA
Ann Winstead, Supervisor
Special Programs
State Department of Education
Office of Vocational Education
912C Rutledge Building
Columbia, SC 29201
(803) 734-8433

SOUTH DAKOTA
Michael L. Ryan, Supervisor
Special Needs
Office of Vocational Education
Richard F. Kneip Building
Pierre, SD 57501
(605) 773-3423

TENNESSEE
Sam McClanahan, Consultant
Special Vocational Programs
205 Cordell Hull Building
Nashville, TN 37219
(615) 741-1931

TEXAS
Eleanor K. Mikulin, Occupational Specialist II—Special Needs
Vocational Education Programs
Texas Education Agency
1701 N. Congress
Austin, TX 78701
(512) 463-9443

UTAH
Ken Hennefer, Special Needs Coordinator
Utah State Office of Education, Operations
Services for At Risk Students (SARS)
250 E. 500 South
Salt Lake City, UT 84111
(801) 538-7700

VERMONT
Tony Campbell, Special Needs Consultant
State Department of Education
Vocational Education for Disadvantaged and Handicapped Programs
120 State Street
Montpelier, VT 05602
(802) 828-3101

WASHINGTON
Carlene J. H. Washington, Program Supervisor
Special Needs
Old Capitol Building
Mail Stop FG-11
Olympia, WA 98504
(206) 753-0555

WEST VIRGINIA
Jean Cary Davis, Supervisor
State Department of Education
Disadvantaged, Handicapped, and Work-Study Programs
Bureau of VOTEC Education
1900 Washington Street East
Charleston, WV 25305
(304) 348-2349

WISCONSIN
Jerry Chlebowski, Section Chief
State Board of Vocational Technical and Adult Education
Bureau of Support Services and Economic Development
310 Price Place, P.O. Box 7874
Madison, WI 53707
(608) 266-0001

Deb Mahaffey, Bureau Director
Student and Support Services
State Board of Vocational Technical and Adult Education
310 Price Place, P.O. Box 7874
Madison, WI 53707
(608) 266-2302

Steve Gilles, Consultant for At-Risk Programs
Bureau for Educational Equity Programs
Division for Handicapped Children and Pupil Services
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-1723

Tom Heffron, Consultant-Special Services
State Board of Vocational Technical and Adult Education
310 Price Place, P.O. Box 7874
Madison, WI 53707
(608) 266-3738

Sue Masterson, Consultant for Adaptive Teaching/Learning Styles
Bureau for Educational Equity Programs
Division for Handicapped Children and Pupil Services
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-1070

Jim Mueller, Consultant
Disadvantaged and Minorities
State Board of Vocational Technical and Adult Education
310 Price Place, P.O. Box 7874
Madison, WI 53707
(608) 266-2095

Preston Smeltzer, Supervisor
Vocational Special Needs Program
Bureau of Vocational Education
Division for Instructional Services
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-7987

WYOMING
Ike Strayer, Acting State Director
Supervisor, Occupational Special Needs Programs
State Department of Education
Hathaway Building
Vocational Programs Unit
Cheyenne, WY 82002
(307) 777-6240

AMERICAN SAMOA
Jan French, Director
Department of Education
Special Education
Pago Pago, American Samoa 96799
(684) 633-1323

Valaparaiso Ieremia, State Director
Department of Education
Government of American Samoa
P.O. Box 324
Pago Pago, American Samoa 96799
(684) 633-5238

Moe'olo Va'atavsili, Assistant Director
Government of American Samoa
Department of Education
Special Education Division
Pago Pago, American Samoa 96799
(684) 633-5238

GUAM
Joaquin S. Pangelinan, Assistant State Director
Guam Community College
Vocational Education
P.O. Box 23069
Guam Main Facility
Guam, Mariana Islands 96921

PUERTO RICO
Lucila Torres Martinez, Assistant Secretary
Department of Education
Special Education Program
P.O. Box 759
Hato Rey, PR 00919-0759
(809) 759-7228

Jesusa Ortiz, General Supervisor
Department of Education
Vocational Area
Special Education Program
P.O. Box 759
Hato Rey, PR 00919
(809) 764-8059

VIRGIN ISLANDS
Aubrey L. Roebuck, Director
Vocational and Technical Education
P.O. Box 6640
Charlotte Amalie
Virgin Islands 00801
(809) 774-3046

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION, INC.

National Association of State Directors
of Special Education, Inc. (NASDSE)
2021 K Street, NW, Suite 315
Washington, DC 20006
(202) 296-1800

This professional society of state directors, state level consultants, supervisors, and administrators have statewide responsibilities for administering special education programs. Their main purpose is to improve educational opportunities of exceptional children.

ALABAMA
Bill East, Coordinator
State Department of Education
Student Instructional Services
1020 Monticello Court
Montgomery, AL 36117-1901
(205) 261-5099

ALASKA
State Director Administrator
Alaska Department of Education
Office, Special Services
P.O. Box F
Juneau, AK 99811
(907) 465-2970

ARIZONA
Diane Petersen, Deputy Associate Superintendent
Department of Education
Special Education Section
1535 W. Jefferson
Phoenix, AZ 85007-3280
(602) 255-3183

ARKANSAS
Diane Sydoriak, Associate Director
Special Education
Arkansas Department of Education
Education Building, Room 105-C
#4 Capitol Mall
Little Rock, AR 72201
(501) 682-4221

CALIFORNIA
Patrick Campbell, State Director
Special Education Division
Specialized Programs Branch
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 323-4768

COLORADO
Brian McNulty, Executive Director
Colorado Department of Education
Special Education Services Unit
201 E. Colfax Avenue
Denver, CO 80203
(303) 866-6694

CONNECTICUT
Tom B. Gillung, Bureau Chief
Connecticut Department of Education
Bureau of Special Education and Pupil Personnel Services
P.O. Box 2219
Hartford, CT 06102-2219
(203) 566-3561

DELAWARE
Carl M. Haltom, State Director
Department of Public Instruction
Exceptional Children/Special Programs Division
P.O. Box 1402
Dover, DE 19903
(302) 736-5471

DISTRICT OF COLUMBIA
Charles G. Cordova, Chief
Bureau of Executive Education
Bureau of Indian Affairs
Office of Indian Education Programs
18th and C Streets, NW, Room 4642
Washington, DC 20245
(202) 343-4071

Doris A. Woodson, Assistant Superintendent
DC Public Schools
Division of Special Education and Pupil Personnel Services
Webster Administration Building
10th and H Streets, NW
Washington, DC 20001
(202) 724-4018

FLORIDA
State Director of Special Needs
Florida Department of Education
Bureau of Education for Exceptional Students
Knott Building
Tallahassee, FL 32399
(904) 488-1570

GEORGIA
Joan A. Jordan, Director
Georgia Department of Education
Division of Exceptional Students
1970 Twin Towers East
205 Butler Street
Atlanta, GA 30334-1601
(404) 656-2425

HAWAII
Margaret A. Donovan
Educational Specialist III
Department of Education
Special Education Section
3430 Leahi Avenua
Honolulu, HI 96815
(808) 737-3720

IDAHO
Mike Lowder, State Director
State Borad of Education
Special Education
650 W. State Street
Boise, ID 83720

ILLINOIS
Gail Lieberman, State Director
Special Education
Illinois State Board of Education
Mail Code E-216
100 N. First Street
Springfield, IL 62777-0001
(217) 782-6601

INDIANA
Paul Ash, State Director
Indiana Department of Education
Division of Special Education
Room 229—State House
Indianapolis, IN 46204
(317) 269-9462

IOWA
Frank Vance, Special Education Director
Iowa Department of Public Instruction
Division of Special Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176

KANSAS
James E. Marshall, Director of Special Education
Kansas State Department of Education
120 E. 10th Street
Topeka, KS 66612
(913) 296-4945

KENTUCKY
Vivian Link, Associate Superintendent
Kentucky Department of Education
Office of Education for Exceptional Children
Capitol Plaza Tower, Room 820
Frankfort, KY 40601
(502) 564-4970

LOUISIANA
Assistant Superintendent for Special Education
Louisiana Department of Education
Special Educational Services
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-3633

MAINE
David Noble Stockford, Director
Department of Educational and Cultural Services
Division of Special Education
State House Station #23
Augusta, ME 04333
(207) 289-5953

MARYLAND
Richard Steinke, State Director
Maryland State Department of Education
Division of Special Education
200 W. Baltimore Street
Baltimore, MD 21201-2595
(301) 333-2498

MASSACHUSETTS
Mary-Beth Fafard, Associate Commissioner
Department of Education
Division of Special Education
3rd Floor—1385 Hancock Street
Quincy, MA 02169-5183
(617) 770-7468

MICHIGAN
Rick Baldwin, Director
Michigan Department of Education
Special Education Services
P.O. Box 30008
Lansing, MI 48909-7508
(517) 373-9433

MINNESOTA
Wayne Erickson, Director
Department of Education
Special Education Section
812 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101-2233
(612) 296-1793

MISSISSIPPI
Walter H. Moore, Director
State Department of Education
Bureau of Special Services
P.O. Box 771
Jackson, MS 39205-0771
(601) 359-3490

MISSOURI
John B. Heskett, Coordinator of Special Education
Department of Elementary Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4909

MONTANA
Robert Runkel, Director of Special Education
Office of Public Instruction
State Capitol, Room 106
Helena, MT 59620
(406) 444-4429

NEBRASKA
Gary M. Sherman, Director of Special Education
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987
(402) 471-2471

NEVADA
Gloria Dopf, Director
Special Education, Interim
Nevada Department of Education
Capitol Complex
440 W. King
Carson City, NV 89710-0004
(702) 885-3140

NEW HAMPSHIRE
Robert T. Kennedy, Director
New Hampshire Department of Education
Special Education Bureau
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3741

NEW JERSEY
Jeffrey V. Osowski, Director
New Jersey Department of Education
Division of Special Education
P.O. Box CN 500
225 W. State Street
Trenton, NJ 08625-0001
(609) 633-6833

NEW MEXICO
Jim Newby, State Director
Special Education
State Department of Education
State Educational Building
Santa Fe, NM 87501-2786
(505) 827-6541

NEW YORK
Lawrence Gloeckler, Deputy Commissioner for Vocational Rehabilitation
New York State Education Department
Vocational Education Services for Individuals with Disabilities
One Commerce Plaza, 16th Floor
Albany, NY 12234
(518) 474-2714

NORTH CAROLINA
E. Lowell Harris, Director
North Carolina State Department of Public Instruction
Division for Exceptional Children
Education Building, Room 442
116 W. Edenton
Raleigh, NC 27603-1712
(919) 733-3921

NORTH DAKOTA
Gary W. Gronberg, Director of Special Education
Department of Public Instruction
State Capitol
Bismarck, ND 58505-0440
(701) 224-2277

OHIO
Frank E. New, Director
Ohio Department of Education
Division of Special Education
933 High Street
Worthington, OH 43085-4017
(614) 466-2650

OKLAHOMA
Connie Siler, State Director
State Department of Education
Special Education Section
Oliver Hodge Memorial Building
Room 215
Oklahoma City, OK 73105-4599
(405) 521-3352

OREGON
Karen Brazeau, Associate Superintendent
Oregon Department of Education
Special Education and Student Services Division
700 Pringle Parkway, SE
Salem, OR 97310-0290
(503) 378-2677

PENNSYLVANIA
James Tucker, State Director
Pennsylvania Department of Education
Bureau of Special Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-6913

RHODE ISLAND
Robert M. Pryhoda, Coordinator
Rhode Island Department of Education
Special Education Program Services Unit
Roger Williams Building, Room 209
22 Hayes Street
Providence, RI 02908-5025
(401) 277-3505

SOUTH CAROLINA
Robert S. Black, Director
State Department of Education
Office of Programs for Handicapped
100 Executive Center Drive A-24
Columbia, SC 29201
(803) 737-8710

SOUTH DAKOTA
Dean Myers, State Director
South Dakota Department of Education
Section for Special Education
Richard F. Kneip Building
700 N. Illinois Street
Pierre, SD 57501-2293
(605) 773-3315

TENNESSEE
JoLeta Reynolds, Associate Assistant Commissioner
Tennessee Department of Education
Special Education Programs
132 Cordell Hull Building
Nashville, TN 37219
(615) 741-2851

TEXAS
Jill M. Gray, Director
Texas Education Agency
Special Education Programs
William B. Travis Building, Room 5-120
1701 N. Congress Avenue
Austin, TX 78701-1494
(512) 463-9414

UTAH
Steve Kukic
Coordinator of Special Education
Utah State Office of Education
250 E. 500 South
Salt Lake City, UT 84111-3204
(801) 538-7706

VERMONT
Marc Hull, State Director
Vermont Department of Education
Division of Special Education
120 State Street
State Office Building
Montpellier, VT 05602-3403
(802) 828-3141

VIRGINIA
William L. Helton, State Director
Virginia Department of Education
Office of Special and Compensatory Education
P.O. Box 6Q
Richmond, VA 23216-2060
(804) 225-2402

WASHINGTON
Bob LaGarde, Acting Director
Special Education Section
Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98504-0001
(206) 753-6733

WEST VIRGINIA
Nancy Thabet, Director
West Virginia Department of Education
Office of Special Education
Capitol Complex
Building 6, Room B-304
Charleston, WV 25305
(304) 348-2696

WISCONSIN
Victor J. Contrucci, Assistant State Superintendent
Department of Public Instruction
P.O. Box 7841, 125 S. Webster Sreet
Madison, WI 53707-7841
(608) 266-1649

WYOMING
Ken Blackburn
State Department of Education
2300 Capitol Avenue
Cheyenne, WY 82002-0050
(307) 777-7414

AMERICAN SAMOA
Jan French, Director
Department of Education, Special Education
Pago Pago, American Samoa 96799
(684) 633-1323

GUAM
Steve L. Spencer, Associate Superintendent, Special Education
Department of Education
P.O. Box DE
Agana, Guam 96910
(617) 472-8901

MARIANA ISLANDS
Daniel H. Nielsen, Special Education Coordinator
Department of Education, Lower Base
Saipan, Mariana Islands 96950
(670) 322-9956

PUERTO RICO
Lucila Torres Martinez, Assistant Secretary
Department of Education
Special Education Program
P.O. Box 759
Hato Rey, PR 00919-0759
(809) 759-7228

VIRGIN ISLANDS
Priscilla I. Stridiron, State Director of Special Education
Department of Education
P.O. Box 6640
Charlotte Amalie
Virgin Islands 00801
(809) 776-5802

COUNCIL OF STATE ADMINISTRATORS OF VOCATIONAL REHABILITATION

ALABAMA
Lamona H. Lucas, Director
Division of Rehabilitation and Crippled Children Service
P.O. Box 11586
Montgomery, AL 36111
(205) 281-8780

ALASKA
Keith Anderson, Director
Division of Vocational Rehabilitation
Box F, MS 0581
Juneau, AK 99811-0500
(907) 465-2814

ARKANSAS
Bobby C. Simpson, Deputy Director
Arkansas Department of Human Services
P.O. Box 3781
Division of Rehabilitation
Little Rock, AR 72203
(501) 682-6708

James C. Hudson, Deputy Director
Department of Human Services
Division of Services for the Blind
411 Victory Street, P.O. Box 3237
Little Rock, AR 72203
(501) 371-2587

CALIFORNIA
P. Cecilio Fontanoza, Director
Department of Rehabilitation
830 K Street Mall
Sacramento, CA 95814
(916) 445-3971

COLORADO
Anthony Francavilla, Manager
Department of Social Services
Rehabilitation Services
1575 Sherman Street, 4th Floor
Denver, CO 80203-1714
(303) 866-5196

CONNECTICUT
Marilyn Campbell, Director
State Board of Education
Division of Rehabilitation Services
10 Griffin Road, North
Windsor, CT 06095
(203) 298-2003

George A. Precourt, Director
Department of Human Resources
Board of Education and Services for Blind
170 Ridge Road
Wethersfield, CT 06109
(203) 566-5800

DELAWARE
Robert R. Snider, Director
Division for the Visually Impaired
Biggs Building, Health and Social Service Campus
1901 N. Dupont Highway
New Castle, DE 19720
(302) 421-5730

Tony Sokolowski, Director
Department of Labor
Division of Vocational Rehabilitation
Elwyn Building
321 East 11th Street
Wilmington, DE 19801
(302) 571-2850

DISTRICT OF COLUMBIA
Katherine A. Williams, Administrator
Department of Human Services
Rehabilitation Services Administration
605 G Street, NW, Room 1101
Washington, DC 20001
(202) 727-3227

Joseph H. Owens, Jr.
Executive Director
CSAVR
P.O. Box 3776
Washington, DC 20007
(202) 638-4634

FLORIDA
Carl McCoy, Director
Department of Education
Division of Blind Services
W. Douglas Building
2540 Executive Center Circle
Tallahassee, FL 32301
(904) 488-1330

W. Calvin Melton, Director
Department of Labor and Employment Security
Division of Vocational Rehabilitation
1709-A Mahan Drive
Tallahassee, FL 32399-0696
(904) 488-6210

GEORGIA
Marlene Taylor, Director
Department of Vocational Services
Department of Human Services
878 Peachtree Street, NE, Room 706
Atlanta, GA 30309

HAWAII
Toshio Nishioka, Administrator
Division of Vocational Rehabilitation
Department of Human Services
Bishop Trust Building
1000 Bishop Street, Room 615
Honolulu, HI 96813

IDAHO
Edward J. McHugh, Director
Idaho Commission for the Blind
341 W. Washington Street
Boise, ID 83702
(208) 334-3220

George J. Pelletier, Jr., Administrator
Division of Vocational Rehabilitation
Len B. Jordon Building, Room 150
650 West State
Boise, ID 83720
(208) 334-3390

ILLINOIS
Philip C. Bradley, Director
Illinois Department of Rehabilitation Services
623 E. Adams Street, P.O. Box 19429
Springfield, IL 62794-9429
(217) 782-2093

INDIANA
Gary May, Director
Office of Vocational Rehabilitation
Indiana Department of Human Services
ISTA Building, 150 W. Market Street
P.O. Box 7083
Indianapolis, IN 46207-7083
(317) 232-1319

IOWA
Creig Slayton, Director
Department for the Blind
524 4th Street
Des Moines, IA 50309-2364
(515) 281-7986

Jerry L. Starkweather, Administrator
Iowa Division of Vocational Rehabilitation Services
Department of Education
510 E. 12th Street
Des Moines, IA 50319
(515) 281-6731

KANSAS
Gabriel R. Faimon, Commissioner of Rehabilitation Services
Department of Social and Rehabilitation Services
300 Southwest Oakley Street
Biddle Building, 1st Floor
Topeka, KS 66606
(913) 296-3911

KENTUCKY
Charles W. McDowell, Director
Department for Blind Services
Education and Arts Cabinet
427 Versailles Road
Frankfort, KY 40601
(502) 564-4754

Carroll Burchett, Associate Superintendent
Office of Vocational Rehabilitation
930 Capital Plaza Tower
Frankfort, KY 40601
(502) 564-4566

LOUISIANA
Alton Toms, Director
Division of Rehabilitation Services
Department of Social Services
P.O. Box 94371
Baton Rouge, LA 70804
(504) 342-2285

MAINE
Pamela A. Tetley, Director
Bureau of Rehabilitation
Department of Human Services
32 Winthrop Street
Augusta, ME 04330
(207) 289-2266

MARYLAND
James S. Jeffers, Assistant State Superintendent in Vocational Rehabilitation
Division of Vocational Rehabilitation Administrative Offices
2301 Argonne Drive
Baltimore, MD 21218
(301) 554-3000

MASSACHUSETTS
Charles Crawford, Commissioner
Massachusetts Commission for the Blind
88 Kingston Street
Boston, MA 02111
(617) 727-5550

Elmer C. Bartels, Commissioner
Massachusetts Rehabilitation Commission
Fort Point Place
27-43 Wormwood Street
Boston, MA 02210-1606
(617) 727-2172

MICHIGAN
Philip E. Peterson, Director
Commission for the Blind
Department of Labor
201 N. Washington Square
Lansing, MI 48909
(517) 373-2062

Peter Griswold, State Director for Rehabilitation
Michigan Rehabilitation Services
Department of Education
P.O. Box 30010
Lansing, MI 48909
(517) 373-3391

MINNESOTA
David Schwartzkopf, Assistant Commissioner
Division of Rehabilitation Services
Department of Jobs and Training
390 N. Robert Street, 5th Floor
St. Paul, MN 55101
(612) 297-2962

Richard Hokanson, Director
State Services for the Blind
Department of Jobs and Training
1745 University Avenue
St. Paul, MN 55104
(612) 642-0508

MISSISSIPPI
Morris Selby, Director
Office of Vocational Rehabilitation Services
P.O. Box 1698
Jackson, MS 39205
(601) 354-6825

Joe Carballo, Acting Director
Division of Vocational Rehabilitation for the Blind
P.O. Box 4872
Jackson, MS 39215
(601) 354-5411

MISSOURI
David S. Vogel, Deputy Director
Bureau for the Blind
Division of Family Services
619 E. Capitol
Jefferson City, MO 65101
(314) 751-4249

L. Gann, Assistant Commissioner
State Department of Elementary and Secondary Education
Division of Vocational Rehabilitation
2401 E. McCarty Street
Jefferson City, MO 65101

MONTANA
Administrator
Department of Social and Rehabilitation Services
Rehabilitation/Visual Services Division
111 Sanders, P.O. Box 4210
Helena, MT 59604
(406) 444-2590

NEBRASKA
Jason D. Andrew, Associate Commissioner and Director
Division of Rehabilitation Services
State Department of Education
301 Centennial Mall, South, 6th Floor
Lincoln, NE 68509
(402) 471-2961

NEVADA
Stephen A. Shaw, Administrator
Rehabilitation Division
Department of Human Resources
505 E. King Street, 5th Floor
Carson City, NV 89710
(702) 687-4440

NEW HAMPSHIRE
Bruce Archambault, Director
Division of Vocational Rehabilitation
State Department of Education
78 Regional Drive
Concord, NH 03301
(603) 271-3471

NEW JERSEY
Gerard Boyle
Acting Executive Director
New Jersey Department of Human Services
Commission for Blind and Visually Impaired
1100 Raymond Boulevard
Newark, NJ 07102

Steven G. Janick, III, Director
Division of Vocational Rehabilitation Services
New Jersey Department of Labor and Industry
John Fitch Plaza
Trenton, NJ 08625
(609) 292-5987

NEW MEXICO
Frederick K. Schroeder, Executive Director
Commission for the Blind
Pera Building, Room 205
Santa Fe, NM 87503
(505) 827-4479

Ross Sweat, Director
State Department of Education
Division of Vocational Rehabilitation
604 W. San Mateo
Santa Fe, NM 87503
(505) 827-3511

NEW YORK
Lawrence Gloeckler, Deputy Commissioner for Vocational Rehabilitation
New York State Education Department
Vocational Education Services for Individuals with Disabilities
One Commerce Plaza, 16th Floor
Albany, NY 12234
(518) 474-2714

John L. Ryan, Jr., Assistant Commissioner
State Department of Social Services
Commission for Blind and Visually Handicapped
10 Eyck Office Building
40 North Pearl Street
Albany, NY 12243
(518) 473-1801

NORTH CAROLINA
Herman O. Gruber, Director
North Carolyn Department of Human Resources
Division of Services for Blind
309 Ashe Avenue
Raleigh, NC 27606
(919) 733-9822

Claude A. Myer, Director
Department of Human Resources
Division of Vocational Rehabilitation Services
P.O. Box 26053
Raleigh, NC 27611
(919) 733-3364

NORTH DAKOTA
Gene Hysjulien, Associate Director
Department of Human Services
Office of Vocational Rehabilitation
State Capitol, 600 E. Boulevard Avenue
Bismarck, ND 58505-0295
(701) 224-2907

OHIO
Robert L. Rabe, Administrator
Ohio Rehabilitation/Services Commission
400 E. Campus View Boulevard
Columbus, OH 43235-4604
(614) 438-1210

OKLAHOMA
Jerry Dunlap, Administrator
Department of Human Services
Rehabilitation Services Division
2409 N. Kelley
Oklahoma City, OK 73125
(405) 424-6006

OREGON
Joil Southwell, Administrator
Department of Human Resources
Vocational Rehabilitation Division
2045 Silverton Road, NE
Salem, OR 97310
(503) 378-3830

Charles Young, Administrator
Commission for the Blind
535 S.E. 12th Avenue
Portland, OR 97214
(503) 238-8375

PENNSYLVANIA
Norman E. Witman, Director
Department of Public Welfare
Bureau of Blindness and Visual Services
1301 North 7th Street, P.O. Box 2675
Harrisburg, PA 17105
(717) 787-6176

Gil Selders, Acting Executive Director
Department of Labor and Industry
Office of Vocational Rehabilitation
1300 Labor and Industry Building
7th and Forster Streets
Harrisburg, PA 17120
(717) 787-5244

RHODE ISLAND
Sherry Campanelli, Administrator
Department of Human Services
Vocational Rehabilitation
40 Fountain Street
Providence, RI 02903
(401) 421-7005

Thomas J. Thompson, Acting Administrator
Rhode Island Services for the Blind and Visually Impaired
275 Westminister Street
Providence, RI 02903

SOUTH CAROLINA
Joseph S. Dusenbury, Commissioner
South Carolina Vocational Rehabilitation Department
1410 Boston Avenue, P.O. Box 15
West Columbia, SC 29171-0015
(803) 734-4300

John Aiken, Acting Commissioner
Commission for the Blind
1430 Confederate Avenue
Columbia, SC 29201
(803) 734-7520

SOUTH DAKOTA
David Miller, Director
Division of Service to the Visually Impaired
700 North Governors Drive
Pierre, SD 57501-2275
(605) 773-4644

Tim Koehn, Acting Director
Division of Rehabilitation Services
700 North Governors Drive
Pierre, SD 57501-2275
(605) 773-3195

TENNESSEE
Patsy J. Mathews, Assistant Commissioner
Department of Human Services
Division of Rehabilitation Services
400 Deaderick Street
Nashville, TN 37219
(615) 741-2521

TEXAS
Pat D. Westbrook, Executive Director
Texas Commission for the Blind
Administration Building
4800 N. Lamar Street, Capitol Station
Austin, TX 78711
(512) 459-2600

Vernon M. Arrell, Commissioner
Texas Rehabilitation Commission
4900 N. Lamar, Room 7102
Austin, TX 78751-2316
(512) 483-4001

UTAH
Judy Ann Buffmire, Executive Director
Utah State Office of Rehabilitation
250 E. 500 South
Salt Lake City, UT 84111
(801) 538-7530

VERMONT
David Mentasti, Director
Agency of Human Services
Vermont Division for Blind and Visually Impaired
Osgood Building, Waterbury Complex
103 S. Main Street
Waterbury, VT 05676
(802) 241-2211

Richard C. Douglas, Director
Agency of Human Services
Vocational Rehabilitation
Osgood Building, Waterbury Complex
103 S. Main Street
Waterbury, VT 05676
(802) 241-2189

VIRGINIA
Donald L. Cox, Commissioner
Virginia Department for Visually Handicapped
397 Azalea Avenue
Richmond, VA 23227-3697
(804) 371-3145

Susan L. Urofsky, Commissioner
Department of Rehabilitation Services
4901 Fitzhugh Avenue, P.O. Box 11045
Richmond, VA 23230-1045
(804) 367-0316

WASHINGTON
Shirlley Smith, Director
Department of Services for the Blind
521 East Legion Way, MS: FD-11
Olympia, WA 98504-1422
(206) 586-1224

Jeanne Munro, Director
Department of Social and Health Services
Division of Vocational Rehabilitation
State Office Bldg. No. 2—DSHS
MS 21-C P.O. Box 1788
Olympia, WA 98504
(206) 753-5473

WEST VIRGINIA
John M. Panza, Director
State Board of Rehabilitation
Division of Rehabilitation Services
State Capitol Complex
Charles, WV 25305
(304) 766-4601

WISCONSIN
Judy Norman-Nunnery, Administrator
Department of Health and Social Services
1 West Wilson, 8th Floor
P.O. Box 7852
Madison, WI 53702
(608) 266-2168

WYOMING
Joan B. Watson, Administrator
Department of Employment
Division of Vocational State Board
1100 Herschler Building
Cheyenne, WY 82002
(307) 777-7385

PUERTO RICO
Angel L. Jimenez, Assistant Secretary
Department of Social Services
Vocational Rehabilitation
P.O. Box 1118
Hato Rey, Puerto Rico 00919
(809) 725-1792

TOLL-FREE NUMBERS FOR SPECIAL NEEDS RESOURCES/INFORMATION

The 800 numbers exist as a service helping to increase accessibility to concerned callers about the information and services the individual organization provides.

ABLEDATA	(800) 344-5405
ACCESS (National Committee for Citizens in Education)	(800) 638-9675
American Association on Mental Retardation	(800) 424-3688
American Council of the Blind	(800) 424-8666
American Foundation for the Blind	(800) 232-5463
American Paralysis Association	(800) 225-0292
American Paralysis Association Spinal Cord Injury Hotline	(800) 526-3456
	(MD only) (800) 638-1733
American Speech-Language-Hearing Association	(800) 638-8255
American Vocational Association	(800) 826-9972
Architectural and Transportation Barriers Compliance Board	(800) 872-2253
Association for Retarded Citizens	(800) 433-5255
AT&T Special Needs Center	(800) 233-1222
	(TDD) (800) 833-3232
Captioned Films for the Deaf	(800) 237-6213
Cystic Fibrosis Foundation	(800) 344-4823
EdLINC	(800) 736-1405
Epilepsy Foundation of America	(800) 332-1000
	(Professional Library) (800) 332-4050
Equal Employment Opportunity Commission	(800) 872-3362
ERIC Clearinghouse on Adult, Career and Vocational Education	(800) 848-4815
ERIC Clearinghouse on Rural Education and Small Schools	(800) 624-9120
ERIC Document Reproduction Service	(800) 443-ERIC
Estate Planning for the Disabled	(800) 448-1071
Federal Student Financial Aid Information	(800) 433-3243
The Foundation Center	(800) 424-9836
GED Information Hotline	(800) 62-MY-GED
Hearing Helpline	(800) 327-9355
HEATH Resource Center	(800) 544-3284
IBM National Support Center for Persons with Disabilities	(800) 426-2133
	(TDD) (800) 284-9482
Job Accommodation Network	(800) 526-7234
Job Opportunities for the Blind	(800) 638-7518
Juvenile Justice Clearinghouse	(800) 638-8736
Missouri LINC (Columbia, MO)	(MO only) (800) 392-0533
National AIDS Information Clearinghouse	(800) 342-2437
	(Spanish) (800) 344-7432
	(TDD) (800) 243-7889
National Alliance for the Mentally Ill	(800) 950-6264
National Alliance of Blind Students	(800) 424-8666
National Association for Hearing and Speech Action	(800) 638-8255
National Association of Rehabilitation Facilities	(800) 368-3513
National Captioning Institute, Inc.	(800) 533-9673
	(TDD) (800) 321-8337
National Center for Research in Vocational Education	(800) 762-4093

National Center for Youth with Disabilities		(800) 333-6293
National Clearinghouse for Bilingual Education		(800) 321-NCBE
National Clearinghouse on Family Support and Children's Mental Health		(800) 628-1696
National Down Syndrome Congress		(800) 232-6372
National Dropout Prevention Center (Clemson, SC)	(SC only)	(800) 868-3475
National Easter Seal Society		(800) 221-6827
National Head Injury Foundation		(800) 444-6443
National Information Center for Children and Youth with Disabilities (NICHCY)		(800) 999-5599
National Information Center for Educational Media		(800) 468-3453
National Library for the Blind and Physically Handicapped		(800) 424-8567
National Multiple Sclerosis Society		(800) 227-3166
National Organization for Rare Disorders, Inc.		(800) 999-6673
National Organization on Disability		(800) 248-2253
National Rehabilitation Information Center		(800) 346-2742
National Right to Work Legal Defense and Education Foundation		(800) 336-3600
National Spinal Cord Injury Association		(800) 962-9629
Orton Dyslexia Society		(800) 222-3123
PACER Center, Inc. (Minneapolis, MN)	(MN only)	(800) 53PACER
Parent Educational Advocacy Training Center		(800) 869-6782
PRC Adjunct ERIC Clearinghouse for Chapter 1 Materials		(800) 456-2380
Recording for the Blind, Inc.	(book orders only)	(800) 221-4792
Social Security Administration		(800) 772-1213
	(TDD)	(800) 325-0778
Spina Bifida Hotline		(800) 621-3141
United Cerebral Palsy Associations		(800) 872-5827
U.S. Department of Education Information Office		(800) 424-1616
Vocational Research Institute		(800) VRI-JEVS

INDEX

TITLES OF RESOURCES

1990-91 chronicle student aid annual, 110

1991-1992 Directory of facilities and services for the learning disabled (14th ed.), 110

Access to 504, 36

Access to post-secondary education: A faculty handbook (rev. ed.), 75

America's choice: High skills or low wages!, 1

America's shame, America's hope: Twelve million youth at risk, 1

An America that works: The life-cycle approach to a competitive work force, 2

American business and the public school: Case studies of corporate involvement in public education, 88

The Americans with Disabilities Act: From policy to practice, 36

The Americans with Disabilities Act of 1990: A guide to compliance, 37

Annotated bibliography on transition from school to work (Vol. 4), 108

Annotated bibliography on transition from school to work (Vol. 5), 108

Another ounce of prevention: Education and employment interventions for 9 to 15 year olds (Report No. 23), 3

Apprenticeship for adulthood: Preparing youth for the future, 4

Assessing special students: Strategies and procedures (3rd ed.), 11

Autism and life in the community: Successful interventions for behavioral challenges, 75

The AVA guide to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, 37

Basic vocational education, 21

The benefits of secondary vocational education for young people with disabilities: Findings from the National Longitudinal Transition Study of Special Education Students, 65

Beyond rhetoric: A new American agenda for children and families (Final report of the National Commission on Children), 37

BOSC directory: Facilities for learning disabled people (1990 ed.), 111

BRIDGE curriculum guide, 21

Bridging the gap: A national directory of services for women and girls with disabilities, 118

Building bridges: Strategies for parent-professional collaboration training for transition, 50

Business and education partnerships, 88

Business strategies that work: A planning guide for education restructuring, 89

California guide to funding career-vocational education programs for students with special needs, 118

Campus opportunities for students with learning differences (1991-92) (2nd ed.), 55

Can social skills for employment be taught? Using cognitive behavioral procedures with adolescents with mild disabilities (Research and Resources on Special Education, No. 28), 22

Career development and transition education for adolescents with disabilities, 15

Career education: A curriculum manual for students with handicaps, 15

Career information registry of hearing impaired persons in professional, technical and managerial occupations (CIR/HI), 111

Career planning and placement strategies for postsecondary students with disabilities (rev. ed.), 16

Career portfolio, 16

Case studies for order amidst complexity: The status of coordination among vocational education, Job Training Partnership Act, and welfare-to-work programs, 38

College students with learning disabilities: A handbook for college LD students, admissions officers, faculty and administrators (3rd ed.), 76

College: The basics, 55

Colleges that enable: A guide to support services offered to physically disabled students on 40 U.S. campuses, 111

Colleges and universities: A white paper on the Americans with Disabilities Act, 38

Combining school and work: Options in high schools and two-year colleges, 5

Coming of age: A parent's guide to supported employment and transition from school to work, 50

Community-based employment training for persons with severe handicaps: The Stone Belt Center manual for job developers and job coaches, 55

The Compact Project: Final report, 89

Compendium of Program Improvement Projects (PIPS): 1984-1990, 112

Compendium of project profiles 1989, 112

Compendium of project profiles 1990, 113

The complete directory for people with disabilities, 113

The comprehensive local school: Regular education for all students with disabilities, 99

The consumer-job compatibility index, 11

Curriculum and teaching strategies for students with behavioral disorders, 22

Curriculum for supported employment, 23

Deaf students and the school-to-work transition, 56

Designing community-based instruction (Research Brief for Teachers, T4), 31

Developing self-advocacy: A practical guide and workbook for preparing the high school learning disabled student for post-secondary school success, 56

The developing vocational education and training "system": Partnerships and customized training, 90

Digest on youth in transition (Vol. 2), 57

Directory of California support services and programs for special populations, 114

Directory of residential centers for adults with mental disorders and developmental disabilities, 114

Directory of residential treatment facilities for emotionally handicapped children and youth (2nd ed.), 114

Disability and the family: A guide to decisions for adulthood, 50

Discover the possibilities, 51

Economic development: A viewpoint from business (Keeping America Working Series #6), 90

Education grants catalog 1991, 115

Education interface guide to corporate and voluntary support, 118

Education laws: A compilation of statutes in effect today (3rd ed.), 39

The education of children and youth with special needs: What do the laws say?, 39

Education that works: An action plan for the education of minorities, 5

Educational programs and achievements of secondary special education students: Findings from the National Longitudinal Transition Study, 65

Emerging trends in the national supported employment initiative: A preliminary analysis of twenty-seven states, 57

Employment for individuals with disabilities: What every job-seeker with a disability needs to know, 57

Evaluating social programs at the state and local level: The JTPA Evaluation Design Project, 76

Exceptional children and youth (5th ed.), 77

Final report, volume I: Summary of findings and recommendations, 40

Final report, volume IV: Postsecondary vocational education, 41

Final report: The implementation of the WAVE, 99

Financial aid for the disabled and their families, 1990-1991 (rev. ed.), 119

First jobs: Young workers in a changing economy, 6

From school to work (Policy Information Reports), 6

Functional curriculum for transition: A resource guide, 23

Future work: Seven critical forces reshaping work and the work force in North America, 90

Getting ready for college: Advising high school students with learning disabilities (rev. ed.), 17

Grants for special education and rehabilitation: How to find and win funds for research, training and services, 120

Guidance activities for special needs students, 17

Guiding the college-bound learning disabled student: A directory of programs and services at NACAC member institutions, 115

A handbook for the California Compact: A guide for developing local compacts among schools, businesses, higher education, and government and community agencies, 91

Handicapped funding directory (7th ed.), 116

Handicapped requirements handbook, 41

HEATH resource directory (1991), 116

Helping at-risk youth make the school-to-work transition (ERIC Digest No. 101), 7

Hire learning: Schooling that works, 17

How to choose a college: Guide for the student with a disability (3rd ed.), 58

How to conduct a follow-up study of special education graduates, 66

How to develop individualized transition plans (ITPs), 77

The ICD survey III: A report card on special education (Study No. 864009), 66

Illinois transition planning guide: Directions manual, 100

Illinois Transition Project: Transition plan development for special education students in Illinois public schools, 101

IMPACT: A functional curriculum handbook for students with moderate to severe disabilities, 23

Improving social skills: A guide for teenagers, young adults, and parents, 51

Increasing vocational options for students with learning handicaps, 78

Innovative practices in transition services, 101

Instructional methods for adolescents with learning and behavior problems, 24

Interagency planning for transition: Quality standards for improvement, 31

An interagency venture: Transitioning for people with moderate and severe disabilities, 31

Investing in our future: The imperatives of education reform and the role of business, 92

Iowa statewide follow-up study: Adult adjustment of individuals with behavior disorders one year after leaving school, 67

Iowa statewide follow-up study: Adult adjustment of individuals with learning disabilities one year after leaving school, 68

Iowa statewide follow-up study: Adult adjustment of individuals with mental disabilities one year after leaving school, 68

Iowa statewide follow-up study: Adult adjustment of individuals with mild disabilities one year after leaving school, 68

Iowa statewide follow-up study: Adult adjustment of individuals with severe/profound mental disabilities one and three years after leaving school, 69

Issues and research in special education, volume I, 7

Issues in urban vocational education for special populations, 92

Issues in vocational education for special populations in rural areas, 93

It's never too early, it's never too late: A booklet about personal futures planning, 18

Jobs for people: A handbook. Finding employment opportunities for citizens who have disabilities, 58

Job Training Partnership Act: Youth participant characteristics, services, and outcomes, 42

Learning disabilities academic support group manual, 59

Learning disabilities, graduate school, and careers: The student's perspective, 59

The learning disabled adult manual, 78

Learning to get along: Social effectiveness training for people with developmental disabilities, 25

The legal and fiscal disjunction between the Carl Perkins Vocational Education Act and the Job Training Partnership Act, 43

Let's get together: A handbook in support of building relationships between individuals with developmental disabilities and their community, 32

Linking schools and community services: A resource directory, 116

Linking schools with human service agencies, 32

Making the transition: An explanatory model of special education students' participation in postsecondary education, 70

Making the workplace accessible: Guidelines, costs and resources, 43

Master plan for transitional services, 102

Meeting the needs of employees with disabilities, 60

Mental retardation (3rd ed.), 18

Missouri comprehensive guidance: A model for program development and implementation, 19

Model curriculum emphasizing transition: A curriculum planning guide for students with mild disabilities, 25

Moving on: Transition for youth with behavioral disorders, 11

National career development guidelines, 19

National directory of organizations serving parents of children and youth with emotional and behavioral disorders (2nd ed.), 117

A new way of thinking, 32

On campus with a disability: Expanding diversity at AASCU institutions, 60

Opportunity knocking: The story of supported employment, 52

Order amidst complexity: The status of coordination among vocational education, Job Training Partnership Act, and welfare-to-work programs, 44

Partnerships for learning: School completion and employment preparation in the high school academies, 93

Parent primer: Secondary programs for students with severe disabilities, 52

Planning reasonable accommodations: A cost-effective approach in a legal framework, 61

Pocket guide to federal help for individuals with disabilities (rev. ed.), 120

Post-school follow-up system: Year-one field study: Aggregated results, 71

The postsecondary learning disabilities primer, 79

The postsecondary student with learning disabilities: Issues in identification and integration manual, 79

Postsecondary vocational special needs coordinator's handbook, 80

Pre-enrollment vocational skills activities packet (rev. ed.), 26

Preparing for the future: A practical guide for developing individual transition plans, 80

Providing student vocational assessment services: An administrator's guide, 12

A qualitative study of high school transition programs (Research and Resources on Special Education, No. 29), 72

Quality of life for persons with disabilities: Skill development and transitions across life stages, 33

A reference manual for parent training about supported employment (3rd ed.), 52

Research in secondary special education and transitional employment, 7

Resources for adults with learning disabilities (1991), 121

Resources to facilitate the transition of learners with special needs from school-to-work or postsecondary education, 121

The rural transition training manual, 80

SCANS blueprint for action: Building community coalitions, 94

School restructuring: Designing schools for better student learning, 94

School-college collaborations: A strategy for helping low-income minorities, 33

School-community-business partnerships: Building foundations for dropout prevention, 94

The Schoolsearch guide to colleges with programs or services for students with learning disabilities, 122

School-to-community transition experiences of hearing impaired adolescents and young adults in the Northwest, 72

The school-to-work connection, 95

School-to-work transition for at-risk youth, 8

School-to-work transition services for disadvantaged youth enrolled in vocational education, 44

School-to-work transition: Its role in achieving universal literacy, 95

Secondary special education and transition teams procedures manual, 102

Selected vocational preparation resources for serving rural youth and adults with special needs, 122

Selected vocational preparation resources for serving urban youth and adults with special needs, 123

Self-management: Facilitating employee independence in supported employment settings (Vol. 4), 61

Senate Bill 543: The Job Training Partnership Act youth employment amendments of 1989, 45

Shortchanging the workforce: The Job Training Partnership Act and the overselling of privatized training, 46

Skills for job success, 26

Social competence and employability skills curriculum, 27

Social competence for workers with developmental disabilities: A guide to enhancing employment outcomes in integrated settings, 62

Social skills on the job, 27

Special education and vocational education planning guide for vocational training and placement of students with disabilities (2nd ed.), 103

Specially yours: Free and inexpensive resources for assisting handicapped, disadvantaged and limited-English-proficient students in career-vocational preparation (rev. ed.), 124

States and communities on the move: Policy initiatives to create a world-class workforce, 95

Still puzzled about educating students with disabilities? Vocational preparation of students with disabilities (rev. ed.), 81

Strengthening skills for success: A manual to help parents support their psychiatrically disabled youth's community employment, 53

Students in transition using planning, 81

Students who are deaf or hard of hearing in postsecondary education, 124

Successful vocational rehabilitation of persons with learning disabilities: Best Practices, 104

Support programs in higher education for students with disabilities: Access for all, 12

Supported employment for persons with severe disabilities: From research to practice (Vol. III), 62

Supported employment resource guide, 125

Supported employment staff training manual, 82

Supported employment: A guide for families, 53

Swimming upstream: A complete guide to the college application process for the learning disabled student, 63

The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities, 28

The Syracuse curriculum revision manual: A group process for developing a community-referenced curriculum guide, 28

Teaching disadvantaged students: Successful strategies in career-vocational education, 82

Teaching students with mild and moderate learning problems, 83

Teaching the possibilities: Jobs and job training resource guide for transition planning, 63

Testing accommodations for students with disabilities, 83

Texas Transition Model: School to work transition curriculum (Vol. II), 29

Thirteenth annual report to Congress on the implementation of the Individuals with Disabilities Education Act, 46

Tools for transition: Preparing students with learning disabilities for postsecondary education, 29

Tools of the trade: A hands-on program to train supported employment personnel, 84

Training America: Strategies for the nation, 8

Training and educating the work force in the nineties: The rationale for public-private collaboration, 96

Training strategies: Preparing noncollege youth for employment in the U.S. and foreign countries, 97

The transition experiences of youth with disabilities: A report from the National Longitudinal Transition Study, 73

A transition model, 104

Transition policies affecting services to youth with serious emotional disabilities, 47

Transition programs for the handicapped: Impact and effectiveness. Final report, 12

Transition for disadvantaged students, 84

Transition from school to adult life: Models, Linkages, and Policy, 85

Transition from school to work for handicapped students: A guide for community interagency coordination (rev. ed.), 34

Transition from school to work: Linking education and worksite training, 97

Transition goals for adolescents with learning disabilities, 13

Transition literature review: Educational, employment, and independent living outcomes (Vol. 3), 109

Transition planning: Creating positive futures for students with disabilities, 53

Transition strategies that work: Profiles of successful high school transition programs, 106

Transition/school-community project: Implementation manual—1989, 105

Transitioning exceptional children and youth into the community: Research and practice, 9

Understanding P.L. 101-392: A manual for the new vocational education amendments, 47

Using basic skills testing to improve the effectiveness of remediation in employment and training programs for youth, 85

Utah's transition guidelines for students at risk and students with mild/moderate handicaps, 106

VERS handbook for administrators on career-vocational preparation services for disadvantaged students and students with handicapping conditions (rev. ed.), 86

Vocational assessment: A guide for parents and professionals, 14

The vocational assessment of students with handicapping conditions: Definition and programmatic guidelines, 14

Vocational education for at-risk youth: How can it be made more effective? In school to work transition services for disadvantaged youth, 9

Vocational education in the 1990s: Major issues, 9

Vocational education-Job Training Partnership Act coordination, 48

Vocational preparation and employment of students with physical and multiple disabilities, 63

Vocational preparation teacher manual, 87

Vocational rehabilitation services: A postsecondary student consumer's guide (rev. ed.), 125

Vocational special needs counselor manual, 20

A waiting work force ready, willing, and disabled, 34

A way to work, 64

What it takes: Structuring interagency partnerships to connect children and families with comprehensive services, 35

What works in vocational education for students who are at risk, 10

Women with disabilities: Issues, resources, connections, 126

Work-based learning: Training America's workers, 98

Work force literacy skills for jobs 2000, 29

Working it out: An anthology of state and local performance management strategies designed to increase service to youth at risk of chronic unemployment, 48

Working it out: An anthology of state and local performance management strategies designed to increase service to youth at risk of chronic unemployment. Options papers and sample policies, 49

Working skills for a new age, 30

The workplace workbook: An illustrated guide to job accommodation and assistive technology, 126

The young person with Down Syndrome: Transition from adolescence to adulthood, 54

Youth in transition: A description of selected programs serving adolescents with emotional disabilities, 109

Youth in transition: Resources for program development and direct service intervention, 109

Youth with disabilities during transition: An overview of descriptive findings from the National Longitudinal Transition Study, 74

INDEX

AUTHORS OF RESOURCES

Academic Therapy Publications, 110
Academy for Educational Development, 93
Adelman, P. B., 59
Alexander, J. (Comp.), 115
Allen, T. E., 56
Allen, W. T., 80
American Vocational Association, 37
Amster, J., 92
Andersen, L., 25
Anderson, J. L., 99
Apolloni, T. (Ed.), 86
Ascher, C., 32, 33
Aune, E. P., 29
Bailey, L., 30
Baker, B. (Ed.), 58
Balasubramaniam, M., 44
Barbieri, M., 29
Barcus, J. M., 82
Bartley, D., 21
Barton, P. E., 6
Bass, A. S., 37
Bateman, D., 53
Bates, P., 101
Baumgart, D., 15
Bean, G., 53
Beirne-Smith, M. (Ed.), 18
Bennett, M. L., 25
Bergman, T., 89
Billingsley, F. F., 23
Bishop, J., 9
Black, J. (Ed.), 28
Blake, P. L., 27
Blalock, A. B. (Ed.), 76
Blank, M. J., 35
Board of Education of Salt Lake City, 102
Boyd, M. E. (Comp.), 66
Boyer, E. L., 92
Boyer-Stephens, A., 20
Bragman, R. S., 57, 77
Brannan, L., 26
Bravo, C., 114
Bronicki, G. J., 50
Brooke, V., 82
Brown, C., 38, 44
Brown, J. S., 92
Brown, S. J., 37
Bruno, M., 80
Brustein, M., 43
Bucy, H. H., 94
Bull, B., 72
Bullis, M., 11, 72
Burac, Z., 122, 123
Burrows, R. (Ed.), 31
Butler-Nalin, P., 70
Bynum, D. A., 25
California Chamber of Commerce, 91
California Department of Education, Career Vocational Education Division, 118
California State Department of Education, 91
Calkins, C. F. (Ed.), 62
Carnevale, A., 8
Carren, M. S., 113
Carson, R., 67, 69
Castle, N. K., 89
Center on Education and Training for Employment, 34
Center, D. B., 22
Chadsey-Rusch, J. (Ed.), 85
Choy, S., 78
Cipani, E. (Ed.), 9
Clark, G. M., 15
Clearinghouse on Disability Information, 120
Coates, J. F., 90
Coleman, C., 109
Collins-Arsenault, C., 32
Colorado Community College Consortium for the Learning Disabled Project, 78, 79
Commission on the Skills of the American Workforce, 1
Cook, J., 53
Cooper, L., 68
Cooperative Services Model Project, 14
Coyle-Williams, M., 10, 122, 123
Crawford, E., 3
Crooker, J. M., 55
Curnan, S. (Ed.), 85
Dalidorf, M. R., 27
Dalke, C. L., 12
Davern, L., 28
Davie, A. R., 17, 60, 116, 124, 125
Dempsey, P. (Ed.), 28
Department of Special Education, Illinois State Board of Education, 101
DeStefano, L. (Ed.), 85
Dever, R. B., 55
Deykes, R. (Ed.), 16
Dick, M. A., 50
Division of Innovation and Development, Office of Special Education Programs, U.S. Office of Special Education and Rehabilitative Services, 46

Doering, K., 99
Donahue, J. D., 46
Dorman, A. B., 38
Downes, P. (Ed.), 110
Duffy, P. L., 17
Eagle, E., 78
Eckstein, R. M. (Ed.), 116
Education Interface, 118
Education Writers Association, 6
ERIC/OSEP Special Project, 31, 72
Everson, J., 82
Faryna, E., 25
Federal Programs Advisory Service, 41
Feichtner, S. H., 8, 27, 82
Ferguson, J., 120
Ferguson, P., 52
Ferrugia, T., 17
Filler, J., 99
Fisher, A. T., 57, 109
Ford, A., 28
Frank, A. R., 67, 68, 69
Frazier, F., 97
Frederick County Public Schools, 26
Funderburg, C. F., 34
Gainer, W. J., 45
Gantenbein, A., 84
Gavin, M., 81, 88
Gaylord-Ross, R., 7, 11
Genevie, L. (Comp.), 66
Giele, J., 53
Goetz, L., 99
Gold, L. N., 95
Gonzalez, P. A., 113
Goodwin, D. A., 40, 41
Governor's Planning Council on Developmental Disabilities, 32
Grabill, D., 80
Grubb, W. N., 38, 44, 90
Gugerty, J., 88
Halper, A., 80
Halpern, A. S., 102
Halvorsen, A. T., 99
Hamilton, S. F., 4
Haring, N. G. (Ed.), 77
Harmon, A. S., 108
Harnisch, D. L., 57, 109
Harris, R. (Ed.), 58
Hartman, R. C., 16, 58, 60
Hess-Grabill, D., 84
Heyward, Lawton, & Associates, Ltd., 36
Hill, N. M. (Comp.), 66
Hoachlander, E. G., 78
Hobbs, T., 80
Horne, R. L., 39
Howard, D. W., 63
Hughes, C., 61
Hughey, J. K., 17, 20
Illinois Transition Project, 100
Imel, S., 95
Inge, K., 82
The Institute for Educational Leadership, 99
Institute on Community Integration, 31
Iowa Transition Initiative, 104
Jabara, R. F., 27
Jackson, D. A., 25
Jackson, N. F., 25
James-Manus, T., 50
Jarratt, J., 90
Jarrow, J. E., 58, 83
Johnson, B., 72
Johnson, D. R., 106
Johnson, J., 59
Johnson, P., 72
Johnston, J. W., 8
Jonikas, J., 53
Kallembach, S. C., 121, 122, 123
Kaufman, P., 38, 44
Kearns, D., 20, 66, 87
Kercher, P., 75
Kiburz, P. (Ed.), 31
Kiesling, M., 82
King, W. L., 83
Kittrell, G., 72
Kober, N., 47
Kolstoe, O. P., 15
Koroloff, N., 47
Kramer, S. G., 38
Kregel, J. (Ed.), 57, 62
Lagomarcino, T. R., 61
Lai, Y. R., 113
Langone, J., 83
Lankard, B. A., 12
Lavin, D., 84
Leach, L. N., 108
The Leadership Development Program in Vocational Special Needs Education, 112
Leconte, P., 14
Lederer, J., 38, 44
Lee, C., 82
Lesh, K. (Ed.), 58
Levine, M. (Ed.), 88
Lewis, R. B., 11
Lincoln, C. A., 1
Lipkin, M., 122
Lowry, C. M., 7
Luecking, R. G., 58

Lynch, B., 52
Lynch, P. S., 23
Mackenzie, L. E. (Ed.), 113
Macro Systems, Inc., 27
Mahaffie, J. B., 90
Marder, C., 70
Margulies, S., 29
Mastny, A. Y. (Comp.), 116
Materials Production, Durrett Education Center (Ed.), 105
Mathie, B. A., 106
McCarty, T., 80, 84
McCombs, B. L., 26
McCormick, L. (Ed.), 77
McGowan, J. H., 82
McLoughlin, J. A., 11
Mehnert, T. G. (Comp.), 66
Melaville, A. I., 35
Meyer, L., 28
Meyer, R. H., 40
Minnesota Department of Education, Interagency Office on Transition Services, 63
Minnesota Department of Education, Unique Learner Needs Section, 103
Minnesota University Affiliated Program on Developmental Disabilities, University of Minnesota, 71
Missouri Department of Elementary and Secondary Education, Division of Vocational Education, 19
Modrcin, M., 47, 109
Morris, R. (Ed.), 85
Moulin, L., 50
Mount, B., 18
Mueller, J., 126
Muraskin, L. D., 40
Myer, L. M., 51
National Alliance of Business, 89
National Association of Rehabilitation Facilities, 125
National Association of State Directors of Vocational Education, 43
National Center for Postsecondary Governance and Finance, 55
National Clearinghouse on Women and Girls with Disabilities (Comp.), 118
National Commission on Children, 37
National Information Center on Deafness, 111
National Occupational Information Coordinating Committee, 19
Naylor, M., 48
Neel, R. S., 23
Nelson, D. J., 102
Nemko, B., 82
Ness, J. E., 29
Noren, L., 84
Norman, L. (Ed.), 117
Northwest Regional Educational Laboratory, 21
Norton, R. E., 12
Office of Special Education Programs, U.S. Department of Education, 12
PACER, 52, 81
Parisot, A., 75
Park-Lee, S., 28
Parrish, L. H., 21
Patton, J. R. (Ed.), 18
Pautler, Jr., A. J. (Ed.), 9
Paymans, J., 80
Payne, J. S. (Ed.), 18
Payne, M. (Ed.), 121
PEAK Parent Center, 51
Pellegrini, S., 50
Phelps, L. A. (Ed.), 85
Poelvoorde, R. M., 101
Powers, L., 63
Presberry, I., 20
Prieve, K., 84
Pueschel, S. M. (Ed.), 54
Quality Education for Minorities Project, 5
Rapzlass, L., 115
Ratzlaff, L., 39
Rawlings, B. W., 56
Redden, M. (Ed.), 58
Rehabilitation Research and Training Center Research Division, 11
Reingold, J. R., 89
Reisner, E. R., 44
Remley, T. P., 34
Rendino, N., 60
Repetto, J. R., 92
Research and Policy Committee of the Committee for Economic Development, 2
Resources for Rehabilitation, 60
Rigden, D. W., 94
Robison, J., 109
Rodriguez, L., 21
Roeder-Gordon, C., 50
Rojewski, J. W., 93
Rolfe, J. (Comp.), 115
Rooney, J., 51
Rothenbacher, C., 14
Rothstein, F. R. (Ed.), 85
Rugg, D., 112
Rumpel, F. (Ed.), 43, 61

Rusch, F. R., 7, 61, 85
Sailor, W., 99
Sample, P., 53
Sarkees-Wircenski, M., 16
Schildroth, A. N., 56
Schlachter, G. A., 119
Schloss, C. N., 24
Schloss, P. J., 24
Schnorr, R., 28
Secretary's Commission on Achieving Necessary Skills, 94
Shafer, M. S. (Ed.), 57, 62
Shaver, D. M., 65, 70
Sherman, B. S. (Ed.), 114
Sitlington, P. L., 31, 67, 68, 69
Slovak, L., 111
Slovic, R., 52
Smith, C., 96
Smith, M. A., 24
Smith, M. D., 75
Smith, R. C., 1
Smithson, J. (Ed.), 58
Solomon, M., 53
Sowers, J., 63
Spencer, K., 53
Stanton, S. B., 23
State of Maine Department of Educational and Cultural Services, 12
Steele, P. (Ed.), 31
Stern, D., 5
Stewart, A. C., 79
Stoddard, S., 78
Strang, L. (Ed.), 31
Strumpf, L. (Ed.), 85
Sturomski, N., 51
Summers, J. A., 50
The Supported Employment Parent Training Technical Assistance (SEPT/TA) Project (Comp.), 52
Suter, C., 101
Szymanski, E. (Ed.), 85
Taylor, H. (Comp.), 66
Thomas, L. D., 21
Thompson, S. J., 106
Trachtman, R. (Ed.), 88
Trapani, C., 13
Traub, J. , 50
Traustadottir, R., 126
Trist, T., 96
Trivelli, L. U., 51
Tuma, J., 78
Turnbull, A. P., 50, 53
Turnbull, H. R., 50, 53
Tweed, J. C., 111
Tweed, P. K., 111
Unique Learner Needs Section, Minnesota Department of Education, 71
U.S. Department of Labor, Employment and Training Administration, 95, 98
U.S. Department of Labor, Region V, Youth Performance Management Task Force, 48, 49
U.S. General Accounting Office, 42
Utah State Board of Education, 106
Valenti, R. A., 56
Vance, M., 21
Vance, P., 21
Vincent, P. (Ed.), 31
Vocational Education Resource System (VERS) Sonoma State University, & Vocational and Occupational Information Center for Educators (VOICE), California State Department of Education, 124
Vogel, S. A., 76
Wagner, M., 65, 73, 74
Walker, H. M. (Ed.), 62
Wallace, S., 87
Wannie, T. W., 17
Warger, C. L., 22
Warren, F., 58
Weber, R. D., 119
Wehman, P., 57, 62
Weisgerber, R. A., 27, 32
West, J. (Ed.)., 36
West, L. L., 23, 82
Wheeler, J., 64, 87
Wilcox, B., 52
Wilson, L., 80
Wingate, J. B. (Comp.), 66
Wircenski, J., 29
Wirt, J. G., 40
The Wisconsin Association for Children and Adults with Learning Disabilities, The Vocational Studies Center, & The Wisconsin Division of Vocational Rehabilitation, 104
Wren, C. T., 59
Xiaoyan, Z. (Comp.), 66
Zeiss, T. (Ed.), 90
Zwernik, K., 18

NATIONAL TASK FORCE
TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM (TASPP)
of the
NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

L. Allen Phelps, Ph.D.
TASPP Task Force Chair
Director, Vocational Studies Center
University of Wisconsin at Madison

Susan B. Asselin, Ph.D.
Associate Professor
Vocational Special Needs Education
Virginia Polytechnic Institute
and State University

James Brown, Ph.D.
Associate Professor
Department of Vocational
Technical Education
University of Minnesota

Earl Brunberg
Assistant Director of Vocational
Education
Northeast Metropolitan Technical
College (Minnesota)

Mary Cross, Ph.D.
Director of Liaison Office
National Center for Research
in Vocational Education
Washington, DC

E. Gareth Hoachlander, Ph.D.
President, MPR Associates, Inc.
Berkeley, California

Carole Johnson, Ph.D.
Chancellor
Minnesota Technical College System

Jeanne Lopez-Valadez
Office of Applied Innovations
Northern Illinois University

Jeanne Repetto, Ph.D.
Director, Project RITS: Reciprocal
Instruction for Transition Specialists
Department of Special Education
University of Florida

Michelle Sarkees-Wircenski, Ed.D
Associate Professor
University of North Texas

Lynda L. West, Ph.D.
Associate Professor
Department of Teacher Preparation
and Special Education
George Washington University
Washington, DC